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ABSTRACT

This guide is designed to help secondary and postsecondary vocational-technical administrators plan, implement, and maintain occupational training programs that would meet the needs of adults. Because the educational market is changing, the educational sector must change accordingly. Chapter I of part 1, which focuses on adult education, attempts to document the impetus and the need for change. Chapter II deals with the concept of lifelong learning. Chapter III makes some generalizations about the learning characteristics of adults. Part 2 focuses on types of programming and services. The eight chapters describe basic skills development/high school equivalency programs; transition centers/reentry programs; educational brokering services/education information centers; credit for "noncredit" experiences; distance education; programs redefining prime time; other support services; and customized training programs. Part 3 focuses on adult vocational program planning. Topics covered in the eight chapters include program design, basis for planning, planning questions, staffing, provisions for quick start and phaseout, promotion and recruitment, program evaluation and accreditation, and putting plans into action. Fourteen samples provide a variety of items: excerpts from a faculty handbook, information about programs, examples of forms, a policy statement, and lists or outlines of: teacher competencies; performance-based teacher education modules; accelerated degree opportunities; and "Education in the Year 2000." Optional activities at the end of several chapters suggest additional reading. (YLB)

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Guide to the Administration of Adult Vocational Education

Competency-Based
Vocational Education
Administrator
Module Series

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

AMERICAN ASSOCIATION
FOR VOCATIONAL
INSTRUCTIONAL MATERIALS
The National Institute for Instructional Materials
120 Driftmier Engineering Center
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Guide to the Administration of Adult Vocational Education

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FOREWORD

The need for competent administrators of vocational education has long been recognized. Preservice and inservice administrators at both the secondary and postsecondary levels need to be well prepared for the complex and unique skills required to successfully direct vocational programs.

The effective training of local administrators has been hampered by the limited availability of high-quality competency-based materials specifically designed for the preparation of vocational administrators. In response to this need, work began in 1975, under U.S. Office of Education sponsorship, to identify the competencies important to successful administrators and to develop modularized training materials that would address the competencies. This work continued in September of 1978 when seven states joined with the National Center for Research in Vocational Education to form the Consortium for the Development of Professional Materials for Vocational Education. These combined efforts resulted in the development, field testing, and publication of the initial twenty-nine modules and three supportive documents in the Competency-Based Vocational Administrator Module Series.

While these modules addressed all the competencies identified in the National Center's original research, the passing of time gave rise to new areas of need. Hence, during 1982-83, the Consortium selected one of these areas of need and undertook the development of several products to promote more effective linkage and collaboration between vocational education and business, industry, labor, government, and the military (BIL/GM). Subsequently, during 1983-84, other new areas of need were addressed, one of which resulted in the development of this guide to adult vocational education.

Many persons participated in the conceptualization of this guide. A technical advisory panel was convened to identify the competencies that needed to be addressed and the type of material that would be most useful. Members of this committee included John F. Kilchenman, Superintendent, Ohio High Point Joint Vocational School, Bellefontaine, Ohio; Jan Read, Coordinator, Adult Basic Education, Luna Vocational-Technical Education School, Las Vegas, New Mexico; William Reynolds, State Director of Adult Education, Illinois State Board of Education, Springfield, Illinois; William Shiffler, Adult Director, Altoona AVTS, Altoona, Pennsylvania; Bill G. Smith, Director of Continuing Education, Dalton Junior College, Dalton, Georgia; Dale Tippett, Dean, Business & Industry Services Division, Columbus Technical Institute, Columbus, Ohio; and Rudy V. Williams, Associate Dean, Occupational Education, Miami-Dade Community College, Miami, Florida.

Several persons contributed to the development of this guide to adult vocational education. Lois G. Harrington, Program Associate, assumed major responsibility for preparing the initial manuscript, revising the guide after field review, and preparing it for publication. Recognition also goes to the following persons who served as official field reviewers: Jim Bishop, Robert Sheppard, and Helen Swaincott, Pennsylvania Department of Education, Harrisburg, Pennsylvania; Mack Blythe, Seminole Community College, Seminole, Florida; John Schmiederer, Palm Beach Junior College, Lake Worth, Florida; and three members of the original technical advisory panel: William Reynolds, Dale Tippett, and Rudy Williams. Credit also goes to Robert E. Norton, Consortium Program Director, for providing program leadership and content reviews; and to Harry N. Drier, Associate Director of the Development Division, for his administrative assistance.

Appreciation is also extended to Melissa Burleson, Jacqueline Cullen, Bill G. Gooch, James Haire, Helen Lipscomb, Wilma Ludwig, Norma Milanovich, Dominic Mohamed, and James Parker for their service as state representatives, state department contacts, and field-review coordinators. Last, but certainly not least, much credit is due Shellie Tremaine, Consortium Program Typist, for her patience and skill in processing the many words necessary to make this guide a high-quality document.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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INTRODUCTION

When this guide was initially conceived, its parameters were fairly limited. Its purpose was to be to assist secondary and postsecondary vocational-technical administrators to plan, implement, and maintain occupational training programs that would meet the needs of adults. A further limitation was that the provision of adult training programs for the business, industry, labor, government, and military sectors would not be covered in any depth, since that topic had been extensively addressed in the previous year's efforts: development of a Linker's Tool Kit consisting of three modules, one guide, and two brochures (see back cover for a listing of these materials).

The first hint that the limits of the topic wouldn't hold up was when members of the technical panel for the project reminded staff, "Don't forget that adults need more than occupational skill training. They need basic skills. They need guidance and counseling help. They need special support systems."

An extensive literature review opened up the topic still further. Paul V. Delker set the tone: ". . . adult education is, in this country, a highly diverse and pluralistic nonsystem."[1] His statement seems justified; one encounters a plethora of concepts in the literature of adult education: continuing education, community education, recurring education, alumni education, distance education, supplementary education, extension education, resident education, informal education, formal education, nonformal education, independent learning, home-based learning, self-directed learning, brokering, retraining, upgrading, and lifelong learning.

Separating the wheat from the chaff in this diverse and pluralistic nonsystem can seem overwhelming. The crux of the matter seems to be, however, that the educational market is, in fact, changing, and the educational sector must change accordingly if it is to survive. Since part of this change is philosophical and attitudinal in nature, this guide starts on that level. In the first section, it attempts to document the impetus for change, as well as the need for change. It also deals with the concept of lifelong learning and all that such a philosophical approach implies in terms of our present educational system.

Subsequent sections deal with the learning characteristics of adults, program planning considerations, and the design of programs geared to meet adult needs. Where appropriate throughout the guide, the text moves from general considerations to specific concerns of occupational education for adults. However, the general considerations provide the main thread for

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1. Paul V. Delker, Adult Education--1980 and Beyond: Implications for Research and Development (Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1979), p. 1.

the text, partly because the concerns are in fact generic and partly because the message from the literature and from experts in the field is clear: a chauvinistic approach will not meet the needs of adults seeking training, retraining, or upgrading. All their educational needs must be met, and the various components of the educational sector must work as a _team_ for this to occur.

PART ONE

ADULT EDUCATION

Chapter I

A FEW DEFINITIONS

To make sure we're all speaking the same language, let's start by defining a few terms that are key to the content of this guide: adult, adult education, and continuing education. This is especially critical, since use of these terms in the field is remarkably varied.

According to the Adult Education Act (P.L. 95-561), an adult is any individual who has attained the age of 16. However, the age characteristic alone does not sufficiently describe the audience primarily served by adult and continuing education programs. The needs and characteristics of a 17-year-old--who is living at home and attending a local postsecondary school with financial support from parents--tend not to be very different from the needs and characteristics of a nonadult. Thus, for the purpose of this guide, the term adult is defined more specifically, as follows:

> An adult is a person, generally past the age of 16, who has previously left the formal school system and who now has a need or desire to reenter that system for further education/training. Such a person typically has responsibilities in several adult life roles (e.g., employee, spouse, parent).

Defining the distinction between adult education and continuing education is not as clear-cut. These terms are clearly defined in some of the literature; however, these definitions tend not to reflect reality. What is called adult education in one department, institution, or state may be called continuing education in another. They are both educational subsystems designed to meet the needs of returning adults. And as this population increases and programming develops to meet its needs, the distinction between these two terms blurs even more.

Both approaches may include degree programs or nondegree programs or both. Both approaches may include so-called "prime-time" offerings or night/weekend offerings or both. Both may be campus-based or extension offerings or both. The most consistent distinction in reality is the following:

- Adult education is the term often used at the secondary level to describe educational offerings for returning adults.
- Continuing education is the term often used at the postsecondary level to describe educational offerings for returning adults.

But you will find exceptions to that distinction also. In fact, at the post-secondary level neither term may be used. These institutions often simply offer programs--not adult education or continuing education programs, just programs. But their clients are, more often than not (e.g., over 80 percent), returning adults who have been away from high school for more than two years.

A more useful way of looking at adult/continuing education program alternatives may be to consider funding bases. Using that approach, there are, in general, three broad types of programs for returning adults, as follows: (1) programs eligible for funding under normal state and federal funding formulas, (2) programs offered to individuals on a cost-recovery basis, and (3) programs provided on a contractural basis to meet the specific needs of a business, industry, labor union, government body, military installation, or other community group. For example:

- Adult programs eligible for state and federal funding have generally been those designed with community service and equity in mind (i.e., compensation for disadvantagement). They are programs designed to help dropouts acquire a high school diploma or equivalent; to teach English to non-English-speaking persons; to help persons who lack basic life-coping skills; to provide the unemployed, underemployed, and displaced with the skills needed to secure and retain employment; and so on.
- Adult programs offered on a cost-recovery basis have tended to be (1) avocational in nature (though some people undoubtedly benefited vocationally from courses taken) or (2) short-term professional development courses offered in other-than-prime-time on a nondegree basis. Typical courses have titles such as Modern Math for Parents, Furniture Refinishing, Law for Daily Living, Management Training for Supervisors, Job Search Techniques, Grantsmanship, and so on.
- Contracted programs have tended to be designed in response to a request by a particular group or organization for training. For instance, a postsecondary institution might contract with a local police department (or group of police departments) to provide training courses in law enforcement designed to keep police personnel up-to-date.

But even those three distinctions can overlap and blur--and if present trends continue, they will probably blur still further. Lifelong learning has long been a philosophical construct espoused by particular educators. It is now being translated into action more and more frequently as the times demand a new educational approach to meet the needs of the general population. In the process, there is a refocusing of emphasis. Secondary and postsecondary institutions once viewed their primary audience as youth. Their primary mission was to educate persons 18-22 and under; serving adults was a sideline, a community service. Service to adults and older Americans is moving now into the mainstream of educational goals, and there is every indication that this trend will continue.

Having said all that, let us now say that the term that will be used throughout this guide will be adult education (or adult vocational education or adult programs). In so doing, we mean to include any programming designed to serve adults, as defined on the previous page. The focus is both secondary and postsecondary. But, given the many terms used to describe such programs, we have selected just one to simplify the discussion.

Chapter II

THE NEED FOR LIFELONG LEARNING

There has long been a popular myth that life is divided into three discrete segments: first you learn (birth to young adulthood), then you earn (to age 65), and finally you enjoy the fruits of your labor (over age 65). This view was never true; these "life phases" were never mutually exclusive. However there was some validity in that, for many people (particularly those in the middle class or upwardly mobile lower class), there was a focus on learning, then earning, then enjoying.

But, for the most part, the three phases operate concurrently throughout life. Young people attend school, participate in recreational activities, and hold part-time or summer jobs. Adults also work and play and continue to grow through formal and informal educational means. Retirees balance their leisure with part-time and volunteer work, as well as continued personal growth. The formal educational system has been youth-focused, but learning has always been a lifelong process. And, in fact, when you include the students enrolled in noncredit courses in the records of students served by the educational system, adults now comprise the majority.

The times are ideal for the lifelong learning process to be acknowledged and supported by the educational community. As is often the case, economic factors, rather than human needs, are the primary impetus for the change. Two key economic factors are involved:

- Rapid technological change and the information explosion require that persons continue to learn throughout life to survive occupationally. It is estimated, for example, that half of what an engineer learned prior to graduation will be obsolete in four years--and every four years thereafter.
- Youth enrollments are declining. The baby boomers are in their mid to late thirties. Birthrates have been down for some time. Educational institutions at all levels need to tap new markets for institutional survival.

The training needs and institutional needs mesh quite nicely. Adults need more and more to have access to educational experiences to maintain their places in the world of work--to get help in making the changes and coping with the passages in their lives. Educational institutions need a broader clientele to maintain present levels of operation. It would appear as if all that is required is for educational institutions to extend their services to serve more adults more of the time.

However, doing the right thing (serving adults) for the wrong reasons (simply to replenish diminishing institutional coffers) will have less than desirable effects. Institutional survival may be a by-product of expanding adult education, but only if the programs meet adult needs. It is critical that program planners focus on designing programs in response to the specific needs, interests, and abilities of education's adult clients. An institution that expands its audience without changing its programs accordingly shall not prosper long.

What are these adult needs that must be met? Why are increasing numbers of adults returning to school? The first factor mentioned previously--the need to keep abreast of rapid technological change and the information explosion--is one major reason. The following are some other key reasons why America's citizens need lifelong learning and are turning to educational institutions as one way to help them meet those needs.

- Training--Some people (e.g., the unemployed, the incarcerated, the displaced homemakers) need entry-level skill training so they can gain access to employment.
- Retraining--Some people (e.g., the technologically displaced) may need brand-new skills in a different occupational area in order to reenter the world of work.
- Maintaining--Some people (e.g., those facing the threat of redundancy or skill obsolescence) may need to acquire additional skills to maintain employment in their present slot or through a horizontal move within the occupation.
- Upgrading--Some people need additional education or training to secure desired promotions. Others are promoted first and then seek help in gaining the skills needed to perform the job effectively. This may be the case when a skilled worker is moved into management on the basis of technical competence. Management requires some very different skills.
- Professional Development--Some people seek education just to keep their skills well honed and up-to-date. Their reasons may be primarily intrinsic--the satisfaction of performing well on the job. Or they may be essentially extrinsic--ensuring job security over time.
- Professional Certification/Licensing Requirements--Many professions have long recognized the need for their practitioners to participate regularly in educational activities to stay abreast of the field. More and more, these professions are implementing a system of periodic relicensing through successful completion of required course work. Judges, lawyers, teachers, realtors, accountants, scientists, engineers, doctors, dentists, and other medical professionals are all being affected by these requirements.
- Intellectual Curiosity--Some people just never get tired of learning. They pursue knowledge for its own sake. Some may seek group learning situations to have opportunities to exercise their intellects through probing discussions.
- Avocational Interests--A desire to make home repairs, maintain the family auto, cane a chair, build a coffee table, learn Spanish for a

trip to Mexico, weave a rug, or knit a cable sweater prompt many adults to return to school.

- Retirement--Schooling appeals to retirees for several reasons. Some need new skills to deal with new roles and retirement issues (e.g., finances, aging). Some need to fill time. Some want to pursue areas of interest they never found time to pursue before. And some want to participate in activities that provide some social interaction with other human beings.

That's just a short list; other reasons for schooling on a lifelong basis exist. One obvious omission from the list is the two- or four-year formal degree program for full-time students. Its omission is intentional, and there are several reasons:

- Colleges already know how to operate these traditional programs.
- These programs contribute to the notion that you spend a little time, get a piece of paper, and then education is over. You are "educated"--for once and for all.
- The terms used to keep these programs discrete--degree, full-time--are losing their validity.

Let's look at terms for a minute. It is certainly administratively neat and tidy to insist that a particular sequence of vocational or academic courses should be taken by recent high school graduates--who will enroll on a full-time basis, take the courses during prime time, and finish in the requisite number of years. But consider our list of why individuals return to school, and then consider the following:

- What if the individual doesn't need the courses until he or she is 35?
- What if the individual is employed and a parent and needs six years to complete the course work?
- What if the individual doesn't need the full course sequence?
- What if the individual doesn't want or need a degree--just new skills and knowledge?
- What if the individual cannot participate during prime time?

In fact, increasingly the exceptions to the precisely structured degree program are the rule. The distinction between part-time and full-time becomes less and less meaningful as more "full-time" students work to support their education and more "full-time" workers engage in course work. Where do you draw the line? And for what purpose (other than funding)? Such a distinction runs at cross purposes to the idea of lifelong learning since, in fact, it tends to be used to distinguish between the "real" students (full-timers) and the "dilettantes" (part-timers)--a distinction unsupported in reality.

Even funding formulas only serve to confuse the distinction. A student who completes only 12 hours per year of course work must surely be a part-time student. Yet, in an ABE program, that student is considered to be a full-time student by the federal government.

Likewise, degree and nondegree differentiations are not compatible with lifelong learning insofar as degree programs are "legitimate" and nondegree programs are "illegitimate." Programs should not be one or the other--if in fact we aim to meet adult needs. Programs should be available, and students should have the option of participating on a degree or nondegree basis according to their individual needs and goals.

How about prime time vs. night school? Again, consider adult needs. If an individual works the night shift, "night school" is of no use to him or her. But at present, prime time may not welcome the part-time nondegree adult. If an individual does attend at night, what resources are closed to him/her? For example, are counselors available? Is the library open? In truth, all time should be prime time.

And finally, what of vocational vs. nonvocational. A pair of British authors respond to this distinction as follows:

> The terminology itself hints at the problem. Such terms come down to us from ancient Greece and from nineteenth century Britain, where they had meaning for non-laboring elites. They evoke images of younger sons of titled families with a vocation to serve God or the Empire and of gifted amateurs in book-lined studies pursuing knowledge for its own sake. In an age of large-scale and structural unemployment such terminology becomes impertinent as well as irrelevant; yet it remains in constant use among those who determine adult education finance and policy.[2]

In fact, adults are whole people who need basic skills and vocational skills and leisure-time skills and intellectual stimulation and so on. Given adult needs--which is where good educational programming should start--dividing programs into either/or categories (and never the twain shall meet) is artificial at best.

Lifelong learning does not deal with such dichotomies. It takes the learner from where he/she is to where he/she needs or wants to go. It gives credit for learning regardless of where the learning takes place. It provides the learner with options--credit or noncredit, degree or nondegree--without assigning higher status to any option. The system is open, and individuals enter periodically to secure the educational experiences needed. They stay in the system long enough to meet their goals and then exit--knowing the system is there in the future to meet new interests and goals.

Sample 1 provides one view of what education will be like in the year 2000. This view is highly consistent with the philosophy of lifelong learning.

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[2] Allen Parrott and Ray Flude, "A Curriculum Fit for Adults?" Adult Education, 56 (September 1983): 118.

SAMPLE 1

EDUCATION IN THE YEAR 2000

Scope of Lifelong Learning

Education will be "age neutral." Work schedules and employment policies will support involvement of workers in education. Public policy will be reflected in the allocation of funds for adult learning. The solution to many social problems will be seen as residing in a better educated adult population.

For Whom: The Learners

Participation rates will be significantly greater, particularly for those adults whose rates are now lower than that of adults generally--blacks, Hispanics, older adults, and persons with low previous levels of education.

By Whom: The Providers

The types of provider organizations may not be greater in diversity, but many more individual organizations will be offering learning services, particularly employers and unions. Collaboration among providers will be extensive. The media will play a greatly enlarged role, as will producers of materials for use by individuals and small groups of learners studying together. Many more adults will do some teaching during their lifetimes. Teaching personnel of providers will be specially competent in designing courses of study, using media, and helping others to learn. They, like all professionals, will require continuing study to maintain competency.

Where

Learning opportunities will be widely available in every community. Sharing of facilities will be common. Administrative procedures will be worked out to facilitate and support use of shared facilities. Through various media, particularly computers and television, information and instructional programs will be available in homes.

When

Flexibility of scheduling will be the norm, rather than the exception. The concept of learning as lifelong will be fully accepted. Learning opportunities will be planned as a normal part of many other life activities. Credentials will be viewed as indications of accomplishments "to date." Work and education will be closely related. Learning on the job will be regularly recognized in educational assessments. At times, periods of study will alternate with periods of work; at other times, both will occur simultaneously.

Information and Guidance Services

A learner-oriented information and guidance service will be available to assist adults with personal, educational, and career planning and development through a state-supported network of regional Educational Information Centers (EICs). Counseling opportunities will be available around the clock, making extensive use of toll-free numbers and home computer terminals. These services will be well publicized to encourage their use. Thus, every adult will be able to receive educational information and guidance when needed. Development of individual education plans will be a normal part of life planning. Decisions about education, careers, and use of leisure time will be made on the basis of valid, current, and full information. Individuals will share information about learning experiences.

SOURCE: "Goals for Adult Learning Services in New York State" (Albany, NY: The State Education Department, The University of the State of New York, Adult Learning Services, 1980).

Financial support of information and guidance services will be accepted as sound community investment to ensure wise use of human and institutional resources. The efforts to reach special groups will result in much higher use of services by these groups. Youth will have learned in school how to make good use of information and guidance services so that today's young adults will make more extensive use of the services than in the past. EICs will also provide information on essential support services (e.g., child care, financial aid) and will help adults evaluate offers from competing providers.

Assessment of Learning Outcomes

There will be assessment agencies, separate from providers, that will have a broad range of assessment procedures, not limited to paper-and-pencil tests, for determining competencies. Competencies to be measured will be developed with involvement of employers, educators, government, and the public. Individuals will use the assessment services as a part of the process of developing their educational and career plans. Employers will rely heavily on assessment results in selecting and promoting employees. Learning acquired outside of planned study will be included in the assessment. A national "credit bank" will record assessment results. Credit evaluation will be available for all levels of educational endeavor.

Quality Control

Primary reliance for quality control will be on the judgments of adult consumers. Providers who do not meet the expectations of adult learners will either change or cease to operate. Adults will use information effectively in making decisions about which programs to attend. The minimum standards will exclude institutions with no evident qualifications for providing services but will permit wide diversity in meeting changing adult needs.

Financing: Education as a Universal Right

A person's right to appropriate education throughout life will be recognized. Funding programs to reduce economic barriers to the realization of that right will be in place. Emphasis will be on ensuring that all adults have acquired the "core" skills. Procedures will be in place for defining "core" skills, which will not be necessarily the same as basic skills in 1980. For example, learning to handle stress may be a "core" skill. Most public funds for education of adults will be provided through the entitlement, thus giving adults primary control over the programs and institutions to be supported. This, along with the provision of good information, will be key elements in ensuring quality. Sufficient funding for education will be available because of society's recognition of the importance of lifelong learning to the realization of all other social goals and because of economies realized through such measures as increased self-directed and peer learning, greater use of media, and alternation of work and education so as to reduce the "opportunity" costs of education.

Chapter III

LEARNING CHARACTERISTICS OF ADULTS

The study of the adult learner is a recent activity; previously the focus of educational research had been primarily on the young. Thus, less is known than is required if adult needs are to be met in the future. In addition, there is criticism of what little research has been done. When one attempts to generalize about a group of people aged 18 to 75+, clearly there will be problems. Nonetheless, some generalizations can be made, and these are useful so long as they are treated as general tendencies and not scientific premises governing all individual cases.

Generalization One: Adults Can Learn

> That adults can learn has been proven in a variety of experiments. Although motor performance declines and it may take longer for the elderly to learn new materials, levels of information, comprehension, understanding, and vocabulary hold steady with age; the ability to abstract, reason, and recall hold up well; and judgmental capacities remain intact.[3]

That was written in 1961, but our society still tends to proceed as if one cannot, indeed, teach an old dog new tricks. The prime believers of this stereotyped notion, unfortunately, are those to whom it is applied: adults, particularly older adults.

In fact, adults have one advantage over youth in their ability to learn. They have a broad range of experiences upon which to draw. These experiences--learning through living--provide a frame of reference for the acquisition of further learning.

The work of Allen Tough is frequently cited as proof of the existence of adult learning on a rather massive scale. According to Tough's research, adults--throughout life--participate in self-planned learning projects to acquire new knowledge or skills. These projects may be work related (e.g., in your case, studying the field of adult education) or related to a personal interest or hobby (e.g., learning to operate one's new personal computer). What may seem astounding is that Tough found that the average adult learner participates in 5 self-taught learning projects in a year and spends an average of 100 hours per learning project.

These projects should be of interest to educators. Many learners conducting self-teaching projects indicated that their learning would have been more efficient had they had more help--in planning the project, locating resources, understanding difficult material, etc. Educational institutions have the wherewithal to provide such help but, in general, lack the mechanisms to do so.

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[3] Natalie M. Cabot, You Can't Count on Dying (Boston, MA: Houghton Mifflin Company, 1961).

Generalization Two: Adults Learn What They Consider Important

Clearly, Tough's research supports this generalization. When adults perceive a need for a new skill or new information, they are perfectly capable of working very hard to meet that need. The learning process may not be well conceived, but the motivation to learn is definitely there.

Similarly, when adults enroll in formal educational programs, it is usually for a specific purpose. They are voluntarily enrolling in a program and may be paying for it out of their own pockets. This is not a captive audience. If their needs are not addressed and their goals are not met, they have the option of dropping out--and they will in fact exercise that option.

Generalization Three: Adults Are Often Time-Conscious Learners

Some adults participate in further education because it is a pleasant way to fill time. Retirees, singles, empty-nesters are among those who may enroll in courses--to keep busy and mentally active as well as to socialize. However, many adults who enroll in courses to achieve immediate goals are very busy people who want to meet their educational goals as directly, quickly, and efficiently as possible.

Consider an adult's many roles (e.g., worker, spouse, parent, scout leader, union member). The role of student is likely not to be the adult's only role; most often it is not even a primary role. To manage all these roles, the adult cannot afford to ramble through course work in a leisurely way. The adult is practical. If an adult has enrolled in a computer literacy course in order to master the new personal computer at home, then he or she is likely to want to focus on that one skill and to gain that skill as quickly as possible--without interfering any more than necessary with his/her other roles.

Generalization Four: What Is Important Varies Among Adults

The 18-year-old high school senior wants, generally, a ticket into the adult world. That ticket--the high school diploma--certifies his/her readiness to move on into the world of work or the world of higher education. Adult goals are more far-ranging.

The economically disadvantaged enrollee may want that same ticket into the mainstream and may want to secure that ticket through traditional course work. An associate's degree from a brand-name educational institution may be perceived as prestigious--as a gateway on the road to upward mobility.

The busy executive who is interested in acquiring skill in management by objectives (MBO) techniques may not be interested in either course work or certificates. The best means to achieve his or her objectives would probably be the quickest means (e.g., a workshop or self-study).

Those adults for whom participation in educational activities is partly motivated by a desire to socialize and interact with others are unlikely to find independent study a satisfying educational approach, regardless of its effectiveness as a learning strategy.

Adults know what is important to them and tend to do best in educational experiences that provide what they value. They are generally goal-oriented, and if a piece of paper is part of that goal, they will seek, not the most appropriate program perhaps, but the one that provides the desired piece of paper.

Generalization Five: Adults Wish to Be Treated As Such--Sometimes

Having reached adulthood--at least chronologically--it is important to many adults to be treated as if they were responsible individuals with the capacity to be self-determining. They may not respond very well, therefore, to rigid attendance policies and in-loco-parentis discipline policies. They are less likely to tolerate bureaucratic red tape, "Mickey Mouse" requirements, complicated registration procedures and policies, and the like.

Consider the following example. A 30-year-old woman with a college degree and 8 years of occupational experience decided to change careers. She wanted to become a computer programmer. Armed with her college degree (with a major in English and a strong background in math and science), she set about enrolling in a local two-year technical school to secure training as a computer programmer. She was informed that she was required to pay for and attend the English and math courses that were part of the total program. She went elsewhere for the course work she desired.

But there's a quirk in this generalization. An adult's desire to be treated as an adult may stop short of accepting responsibility for independent learning. Adults whose formal school experiences were structured and teacher-directed--whose only responsibility was to absorb and parrot back information provided by the teacher--will expect adult education to be the same. Much as they want and need--and demand--programs to meet their individual needs, they will often need help in accepting the responsibility demanded of the learner in such programs.

Generalization Six: "Them That Has, Gets"

There is overwhelming evidence that those who have successfully completed formal educational programs are most likely to seek further formal educational experiences. For one thing, nothing succeeds like success. Given that the formal educational system previously met their educational needs, they are likely to turn to that system to fill future needs. They feel comfortable with the system and confident in their ability to succeed. They are familiar with the system and know how to locate and gain access to the programs they need. And these people can usually manage to finance further education because they are employed.

The other side of this coin is that those who most need education to enter the mainstream of American life, which includes earning a living wage, are least likely to take advantage of the formal educational system. For these people, the system may have meant failure in the past, and they are unlikely to seek opportunities to fail. Furthermore, the functionally illiterate (those unable to function effectively in today's society) are generally unaware of the educational opportunities available to them and unskilled in tapping into those opportunities. Nor can they finance further education without assistance.

In short, those with the most accute need, in terms of survival, are the least likely to avail themselves of the system's many benefits.

Generalization Seven: The Have-Nots Need Special Support

There are many adults who may require special support services if they are to locate, enter, and succeed in educational programming. It may take special recruitment efforts to ensure that those who need the school's services are aware of those services. That's an obvious first step--or it should be. But adults may have other needs once they reach the school--needs that must be met before the adult can participate, for example:

- Personal needs--The adult may need help in financing his/her education, in locating child-care facilities, in arranging transportation, and so on.
- Poor self-concept--The returning adult may not realize what skills he/she possesses and may doubt his/her ability to succeed in school.
- Poor basic skills--The adult may lack the basic skills needed to succeed in the educational program.
- Poor study skills--An adult may need help in learning (or relearning) how to learn before he or she can get the most from the educational program.

Clearly, unless such special support is provided when needed, adult programming will not serve the client for whom it is designed. These needs are at the base of the hierarchy of educational needs and must be met first before higher educational goals (e.g., training, retraining, upgrading) can be addressed.

Sample 2 may be helpful in outlining the learning characteristics of the adult for you. This sample contrasts the traditional student (youth) with the new majority (the adult) in terms of some key characteristics.

SAMPLE 2

DICHOTOMY BETWEEN TRADITIONAL STUDENT AND THE NEW MAJORITY

Traditional Student	New Majority
1. Continuing in school	1. Returning to school
2. Learning history strongly influenced by formal education	2. Learning history strongly influenced by informal education
3. Familiar with educational routine	3. Unfamiliar with educational routine and expectations
4. Primary time commitment to school--full-time student	4. Major time commitment to family and job--part-time student
5. Adequate communication and study skills	5. Frequent deficiencies in study and communication skills
6. Minimal work experience	6. Considerable relevant work experience
7. Micro frame of reference for a more orderly input of new ideas	7. Macro frame of reference that has a dual (±) effect
8. Frequently no clear vocational goal	8. Frequently clear vocational goals, but not necessarily related to educational programs
9. Educational goal is to receive a baccalaureate degree at minimum	9. Educational goal may be to receive a degree, but also includes some form of certification, or lesser degree
10. Speed of performance and peer competitiveness affects learning activities	10. Concept mastery and accuracy of performance more important than competition--frequently viewed as threatening
11. Clear idea of how he/she compares with academic performance of fellow students	11. No accurate basis on which to judge his/her academic potential

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SOURCE: Taken from materials in a file on adult education provided by Carol Fought, Vice-President for Development, Columbus Technical Institute, Columbus, Ohio.

NOTES

Optional Activity

For more information on lifelong learning, you may wish to read one or more of the following references:

- Peterson, Richard E. et al. Lifelong Learning in America: An Overview of Current Practices, Available Resources and Future Prospects. Higher Education Series. San Francisco, CA: Jossey-Bass Publishers, 1979.
- Mocker, Donald M., and Spear, George E. Lifelong Learning: Formal, Nonformal, Informal, and Self-Directed. IN 241. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1982. ED 220 723

For additional information on the characteristics of adult learners, you may wish to read one or more of the following references:

- Cross, K. Patricia. "Adult Learners: Characteristics, Needs, and Interests." In Lifelong Learning in America by Richard E. Peterson et al. San Francisco, CA: Jossey-Bass Publishers, 1979.
- Cross, K. Patricia. Adults as Learners: Increasing Participation and Facilitating Learning. Higher Education Series. San Francisco, CA: Jossey-Bass Publishers, 1981.
- Knowles, Malcolm. The Adult Learner: A Neglected Species. Second Edition. Houston, TX: Gulf Publishing Company, 1978.
- Andrews, Theodore E.; Houston, W. Robert; and Bryant, Brenda L. Adult Learners: A Research Study. Washington, DC: Association of Teacher Educators, 1981.

NOTES

PART TWO

TYPES OF PROGRAMMING AND SERVICES

Chapter IV

BASIC SKILLS DEVELOPMENT/HIGH SCHOOL EQUIVALENCY PROGRAMS

Basic skills development and high school equivalency programs are compensatory-type programs. An adult who lacks basic skills and/or survival skills (e.g., ability to speak, read, or write the English language, ability to compute, ability to function in today's society) or who lacks a high school diploma or both is likely to be at a disadvantage. These lacks can constitute a substantial impairment of their ability to get or retain employment commensurate with their real ability. Furthermore, without communication skills (reading, writing, speaking, listening), it is far more difficult to secure the education that would provide entry into the world of work and potential for advancement.

When, through self-assessment, institutional preassessment, or instructor referral, an adult student (or prospective student) is judged to be lacking in basic skills, an individualized skill development program needs to be planned for that student. It is important that each program be individualized because these students possess a wide range of skill levels, as well as varying goals in participating in such programs. Consider a few typical examples:

- An adult may have dropped out of high school at 16 because of financial reasons or because the system didn't "fit." Through self-study and life experiences, this person may have strong basic skills and a wealth of knowledge. All this person needs or wants is a piece of paper to certify that he or she possesses the equivalent of a high school diploma. Motives may vary. That piece of paper may be needed for entry into a job or a college program. Or getting that diploma may just be something the person always wanted to do--not needed educationally or occupationally but very necessary to the person's self-concept or sense of finally tying up a loose end left hanging earlier in life.
- An adult may have a high school diploma but weak basic skills (sad but true). He or she may be employed--but underemployed or unable to advance occupationally. She or he may be enrolled in an educational program--but struggling to keep up. Such a person may wish to participate--perhaps informally--in a skill development program simply to raise those skill levels--without desiring or requiring any certification of that participation.
- An adult may not possess English proficiency; he or she may be native-born but illiterate, or foreign-born and unskilled in the English language. The foreign-born person may or may not be literate in his/her own language. An adult whose basic skills are poor or nonexistent may require an intense formal skill development program to acquire the skills needed for day-to-day survival and for success in an occupation or occupational program.

In response to this wide range of needs, numerous programs have been developed. Let's look at a selected sample of such programs.

ESL

English as a Second Language (ESL) programs are designed for those who have limited English proficiency (LEP) or no English proficiency (NEP). To prepare such persons to enter the American mainstream, English language skills are typically taught in relation to the immediate needs of such people: survival skills, preparation for employment or training, and preparation for further education.

VESL

Vocational-Specific English as a Second Language (VESL) programs have been developed to improve the recruitment and retention of ESL students by providing occupation-specific ESL instruction, either in a particular occupational area or in the more general area of employability skills.

ABE

Adult Basic Education (ABE) programs start with assessment of an adult's present levels of educational achievement and/or functional competency. A number of tests have been developed specifically for the adult learner: Adult Basic Learning Examination (ABLE)--Harcourt Brace Jovanovich; Adult Performance Level (APL)--The American College Testing Program; and Tests of Adult Basic Education (TABE)--CTB/McGraw-Hill; to name just three.

Based, then, on preassessment results, an adult can be placed in an educational program designed to provide the basic skill development required in order for that individual to take the next desired educational/occupational step: entering a vocational training program, securing a job, acquiring a high school equivalency diploma, or meeting some other personal goal.

ABE in Industry

Adult Education in the Workplace is a program developed by the Texas Education Agency to provide a structure for the provision of job-related adult basic skills instruction at the job site. The program materials include training materials to prepare administrators and instructors to implement such programs and a slide presentation to use in contacting businesses. An ABE-in-Industry Handbook provides a practical, step-by-step explanation of the program model and includes specific courses of action to take, detailed checklists, and sample materials.

GED

Adults who lack a high school diploma but who have acquired the educational proficiency required for such a diploma (e.g., through self-study, life experiences, or ABE programs) can earn an equivalency diploma by achieving satisfactory scores on the General Educational Development (GED) Test.

EDP

Another mechanism designed to allow adults to earn a high school credential is the External High School Diploma Program, pioneered in New York State. Like the ABE/GED high school credentialing route, the EDP includes both a tool for measuring whether high-school-level educational proficiency has been reached and a tie-in to educational services to correct any basic skill deficiencies.

Phase one of the EDP is diagnosis. The adult is tested to identify learning deficiencies and, if any deficiencies exist, a corrective learning prescription is developed. The adult is then referred to learning resources available in the community to develop the skills needed. These resources are extensive; they are not in any way limited to formal educational programs.

Phase two is final assessment. During this phase the adult earns the credential by (1) demonstrating skill in 64 generalized competencies in the basic life skill areas (communication, computation, self-awareness, social awareness, scientific awareness, occupational preparedness, and consumer awareness) and (2) demonstrating individualized competency in one of three skill areas: occupational, special, advanced academic. Unlike the conventional testing process used to earn a GED, EDP allows adults to show what they know through personal interviews and take-home projects requiring the application and integration of skills, relative to adult-related activities.

CASAS

The California Adult Student Assessment System (CASAS) is a "competency-based" adult education approach mandated for use in all adult education programs in California that receive supplemental federal funds. It is a total system, including curriculum, instruction, and assessment components.

Appropriate student placement is guided by a pretest; student competency achievement is certified through a posttest. An item bank (over 2,000 items that measure life skill areas) can be used to construct student-specific placement, level, and certification tests. A wide variety of instructional materials have been cross-referenced to the measurement system so that an appropriate program can be designed for each student.

Though exemplary by many standards, the system is not totally competency-based in that it is time-based. Students take the posttest "after 100 hours of instruction." Hours of instruction, not individual readiness, is the criterion used.

APL

The Adult Performance Level (APL) Competency-Based High School Diploma Program is another total system. Developed in Texas with federal funding, this system has several program components designed to provide an alternative to the more traditional ABE/GED approach. The APL program includes a set of 42 objectives specifying the minimum competencies needed to function in today's society, assessment instruments for measuring competency attainment, and a curriculum designed to help students acquire those competencies.

The curriculum, like many ABE curricula, provides instruction in reading, writing, speaking, listening, computation, problem solving, and interpersonal relations. However, the curriculum is organized around five content areas--consumer economics, occupational knowledge, health, community resources, and government and law. In the process of achieving functional competencies in these five areas, basic skills are also taught and learned.

Students in APL programs can earn a high school equivalency diploma based on (1) a satisfactory score on each objective of the APL Content Area Measures (American College Testing Program); (2) successful performance of a series of life skill activities; and (3) demonstration of marketable job skills, or college or vocational school readiness, or skills in home management/maintenance.

ASSET

Assessment of Skills for Successful Entry and Transfer (ASSET) is an orientation-advisement-assessment package developed by the American College Testing (ACT) Program for the Los Angeles Community College District. Part of this package is an instrument to measure students' basic skills.

Students can complete this instrument in 60-90 minutes, and it can be quickly hand- or machine-scored. Thus, it is an ideal instrument for instantly assessing the basic skill levels of students who register a day or two prior to the start of classes--as adults often do.

Furthermore, the tests are occupationally focused. Reading comprehension items, for example, are based on readings concerning such topics as investments, advertising, forestry, auto repair, and dental hygiene. Thus, the tests more accurately measure the basic skills actually required for success in vocational-technical programming.

Another part of ASSET is a student-reported needs assessment inventory, which allows students to think through--and make known--their overall educational needs, including, for example, the need for child care.

ASSET was tested in Los Angeles with very great success, and the package is now available nationwide. Many institutions, including Columbus Technical Institute (Ohio), are using this package to assess students' needs so that appropriate educational programs and support services can be provided to meet those needs.

CBAE

Competency-based adult education (CBAE) is one very viable approach used today in designing adult literacy programs. Several of the programs previously described--APL, CASAS, EDP--were designed following the CBAE model. CBAE programs are based on identified, verified, and stated prescribed objectives and outcomes. They generally do not prescribe any one instructional approach. Students are offered a variety of approaches from which to choose, based on their own learning styles and pace. Their many life roles and commitments are considered in program design. And literacy is taught in relation to functional literacy--both basic and life skills are integrated.

Volunteerism

A broader type of basic skills development strategy that you as an administrator need to keep in mind is volunteerism. As part of the volunteerism movement nationwide, tutors are available to work with adults on basic skills. Most major cities have a volunteer center, which serves three functions:

- To act as a liaison and catalyst to link volunteers with agencies requiring their services
- To provide technical assistance to agencies desiring to set up training programs for volunteers
- To recruit volunteers

Often supported by United Way and other funds (e.g., Title XX, revenue sharing), these centers are focal points for the rapidly growing volunteerism movement.

This can be a key basic skills resource for educational institutions. Students can be referred to such sources. In addition, you can to some extent acquire "staff" through volunteer groups. Groups identified through the volunteer center (e.g., literacy council, basic skills council, ABE family-life education program) are usually set up to train people to provide services such as tutoring and the teaching of reading.

Such groups often have well-structured training programs to ensure that volunteers are adequately prepared. Educational institutions in some states are taking advantage of this valuable resource. In Illinois, for example, state funds are provided to these agencies to support the cost of training groups of volunteers, in return for which the trained volunteers are placed in the school system.

NOTES

Chapter V

TRANSITION CENTERS/REENTRY PROGRAMS

Adults who left the public educational system prematurely, or who were never very successful in school, or who haven't participated in formal education for quite a few years often need help in reentering the world of education and making the transition to the role of student. Two types of educational support systems that can be used to provide this help are transition centers and reentry programs.

Transition centers are usually physical facilities offering a variety of continuing support for students. Reentry programs, on the other hand, are generally structured educational programs of limited duration designed to prepare new enrollees to function successfully in a "regular" educational program. The types of support offered are somewhat similar, however.

Needs Assessment

Some adults returning to education may have a very imperfect idea of their strengths and weaknesses. They may not realize that their English and math skills are not adequate for success in the training program. On the other hand, they may not realize how many skills they have developed through their previous experiences.

Displaced homemakers are often cited as an example of individuals who may not realize their occupational strengths. Since they have not functioned recently or ever in the world of work, some may assume that they have no skills directly applicable to the world of work (or that the skills they had at one time are rusty and obsolete). Yet homemaking skills--management, supervision, bookkeeping, budgeting, food preparation, child care--are indeed occupational skills.

Thus, one support service needed is to provide a means for these reentering adults to get a clear picture of where they are academically and occupationally. In other words, where do they need to start in order to reach their longer-range goals? Basic skills can be tested using standardized instruments and other devices. Interviews, small-group discussions, self-assessment devices, and similar methods can be used to help adults pin down their present strengths.

Self-assessment tools may be particularly valuable with adult students. Assume, for example, that an adult contacts the tech school wanting training in electronics. Assume also that a self-assessment test is available that includes items reflecting the reading, writing, and math skills needed in the electronics program. By completing and scoring this test in private--without fear of embarrassment--the adult can get a good picture of his/her readiness for the specific program he/she wants to complete. By identifying strengths, the student can gain confidence in his/her ability to succeed. And identifying weaknesses should not dampen the spirit if developmental programs and support are available.

Basic Skills Development

It follows then that part of the support system should be the provision of the means for reentering adults to acquire the basic skill levels needed. Since students will vary in the amount of help needed, various approaches should be available to meet individual needs. For example, some students may need intensive, one-on-one tutoring. Some may profit best by participating in regular course work offered on a group basis. Still others may work most effectively on their own, using self-instructional materials.

Career Planning

Some adults, of course, will know exactly what career goals they are pursuing and have the ability to meet those goals. But others will need help in this area. They may have goals that are unrealistic for a variety of reasons. Some may set their goals too low, underestimating their capabilities or the opportunities available. Some may set their goals too high, not realizing the skills, years of training, and tuition fees involved. Some may have a romanticized view of what a particular job is like on a day-to-day basis.

Through counseling and a wide range of informational materials, both print and audiovisual, career awareness, exploration, education, and planning activities should be provided. Adults need to know the full array of career options open to them. And they may need help in selecting the right option--help that can be provided through career interest inventories and the like.

Program Planning

Likewise, adult learners may need special help in planning an appropriate program of study. Which courses are appropriate? What sequence of courses would be best? How many courses should be taken simultaneously? Adults returning to school after a long absence may not be able to answer these questions.

They're important questions. If an adult takes on too heavy a load--to get it over quickly--he or she may fail and drop out. With too light a load and too long a program, an adult may drop out because he or she has lost interest.

Practical Assistance

Those adults most in need of education (e.g., the displaced, the unemployed) may have many practical needs, such as the following:

- Child care
- Transportation
- Financial assistance

The support system should provide information about ways in which these needs can be met and, insofar as possible, staff should help individuals to tap available resources. A transition center may have a day-care (and night-care) facility--or just lists of those available in the community. Bus schedules could be posted; car-pool arrangements could be facilitated. And all possible routes to financial aid should be identified and made known.

In the promotional material developed by Luna Vocational-Technical Institute (Las Vegas, New Mexico), for example, the following potential sources of financial assistance are listed:

- Pell Grant
- Supplemental Education Opportunity Grant (SEOG)
- Student State Incentive Grant (SSIG)
- College Work Study (CWS)
- New Mexico Student Loan (NMSL)
- Veterans Benefits (VA)
- Social Security Benefits (SS)
- Bureau of Indian Affairs (BIA)
- Division of Vocational Rehabilitation (DVR)
- Manpower Programs (e.g., JTPA)

Similarly, in New York State, financial assistance is available to qualified students enrolled in the Regents External Degree Program, as follows:

- Basic Educational Opportunity Grants (BEOG) are awarded directly by the federal government on the basis of financial need. Regents External Degree candidates pursuing full-time or half-time programs of study are eligible to apply.
- VA Benefits can be used by eligible veterans to cover Regents External Degree administrative fees and New York College Proficiency and Regents External Degree examination fees.
- Tuition Assistance Program (TAP) awards are available to New York State residents who are pursuing a full-time program of study and may be used to cover tuition and Regents External Degree administrative and examination fees.

- Regents External Degree candidates may be eligible for Guaranteed Student Loans and other federally guaranteed loan programs.

In general, however, since many returning students are part-time students, financial aid is not readily available. Creativity and persistence in tracking down all the options are required.

Success Experiences

One transition/re-entry strategy used is to place insecure enrollees in one or more initial courses that will provide needed skills and opportunities for success. Students in such courses learn that they can succeed in the institution, which increases the chances that they will. These preparatory, confidence-building courses are often organized around basic skills, survival skills, or study skills.

Study Skills Development

Adults who have been away from school awhile may have forgotten their study skills (some may never have developed any). A student's ability to manage time, study effectively, take notes, take tests, use the library, and so on, is critical to success. Through course work, workshops, instructional materials, and individual assistance, adults should have access to the means of acquiring these skills, if needed.

Support Groups

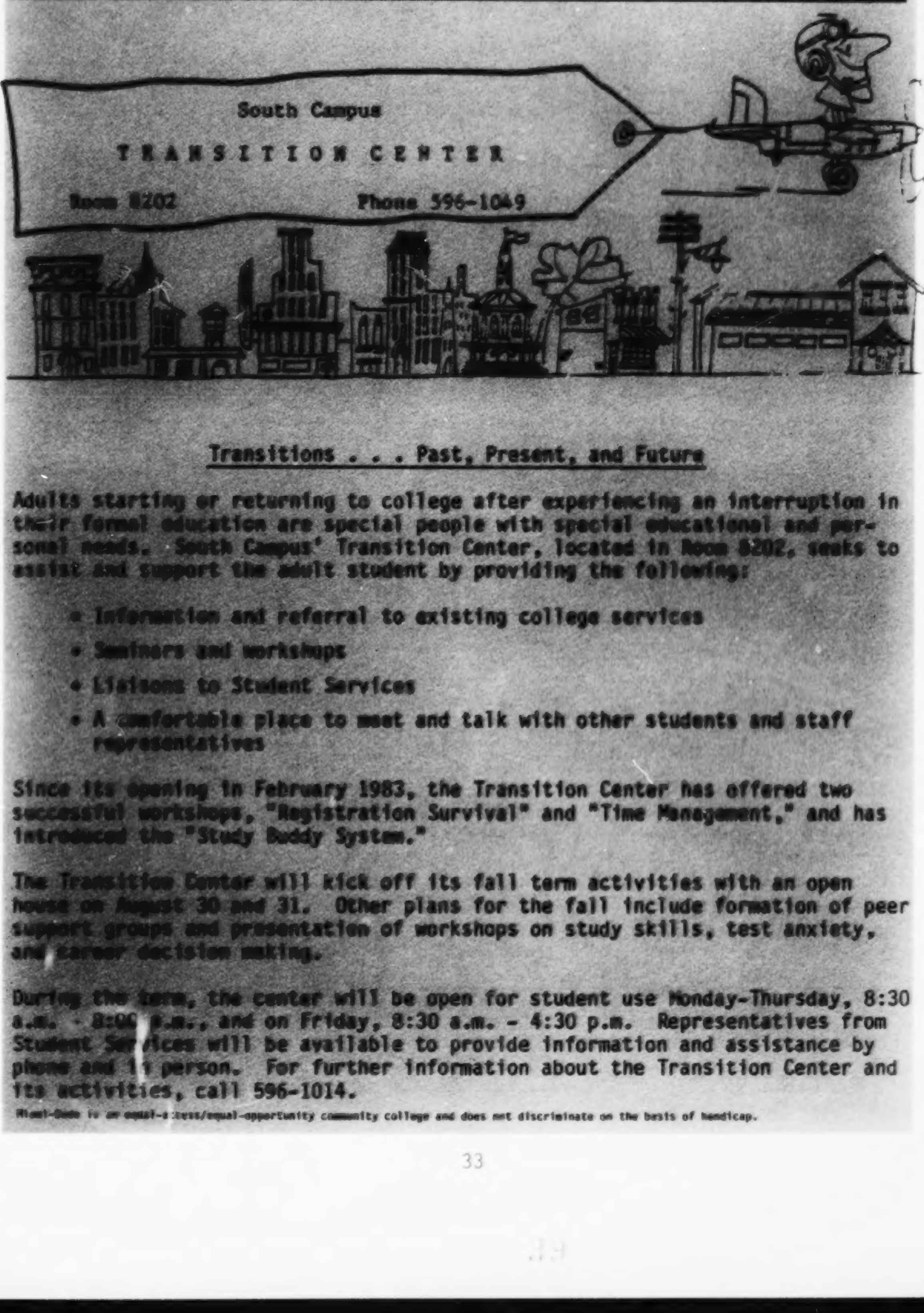
Consider the wisdom of circus performers: when trying a new trick, don't work without a net. You may still take a fall, but you'll feel more secure if the net is there to break that fall. Likewise, adults who are anxious about their return to school may need a net in the form of a support group--peers who share those same anxieties.

Membership in a support group can provide a number of benefits to returning students. It provides a sense of belonging. It allows an individual the solace of knowing others are experiencing the same problems and same feelings of insecurity or stress or anxiety as he/she is. Most important, it provides a mechanism for solving problems through group discussion.

Support groups may be a formal part of a transition center. At Miami-Dade Community College, for example, there is a Transition Center Support Group, led by an individual from the Department of Advisement and Counseling. The group meets once a week for 90 minutes, during which time students give and receive feedback, share ideas, and learn new skills. (A flier describing the Transition Center is shown in sample 3.) Or the institution may choose simply to encourage groups of students (e.g., displaced homemakers) to form and lead their own support groups, perhaps with facilities made available by the institution for that purpose.

SAMPLE 3

TRANSITION CENTER FLIER



South Campus

TRANSITION CENTER

Room 8202 Phone 596-1049

Transitions . . . Past, Present, and Future

Adults starting or returning to college after experiencing an interruption in their formal education are special people with special educational and personal needs. South Campus' Transition Center, located in Room 8202, seeks to assist and support the adult student by providing the following:

- Information and referral to existing college services
- Seminars and workshops
- Liaisons to Student Services
- A comfortable place to meet and talk with other students and staff representatives

Since its opening in February 1983, the Transition Center has offered two successful workshops, "Registration Survival" and "Time Management," and has introduced the "Study Buddy System."

The Transition Center will kick off its fall term activities with an open house on August 30 and 31. Other plans for the fall include formation of peer support groups and presentation of workshops on study skills, test anxiety, and career decision making.

During the term, the center will be open for student use Monday-Thursday, 8:30 a.m. - 8:00 p.m., and on Friday, 8:30 a.m. - 4:30 p.m. Representatives from Student Services will be available to provide information and assistance by phone and in person. For further information about the Transition Center and its activities, call 596-1014.

Miami-Dade is an equal-access/equal-opportunity community college and does not discriminate on the basis of handicap.

NOTES

Chapter VI

EDUCATIONAL BROKERING SERVICES/EDUCATIONAL INFORMATION CENTERS

Educational brokering services and educational information centers are increasing in number nationwide. The purpose of these new groups is to link individual learners to learning opportunities. Such groups usually offer counseling and assessment services. They also maintain records of all educational programming offered in the local area--both formal and informal programming.

Thus, as a neutral party, such a group can refer learners to the most appropriate education provider(s). Most also act as advocates for the individuals they counsel and refer--going the extra mile to help these people identify and gain access to suitable educational programs. If, in fact, one reason adults don't secure the educational experiences they need is that they are unaware of the opportunities available to them, this approach could be one way to remedy that problem.

Often, educational information centers operate as part of the existing public library system--a natural marriage of services. In New York State, for example, Job Information Centers (JICs), located in approximately 65 libraries, cooperate with employment agencies to help job seekers improve their qualifications and overcome educational handicaps.

JICs link the job seeker to literacy volunteers, high school equivalency programs, vocational programs, college programs, and other educational opportunities. Some provide career counseling; some administer aptitude and interest tests. A Voluntary Advisory Council offers adults information on how to gain maximum credit for prior learning.

A National Center for Educational Brokering (1211 Connecticut Avenue, NW; Suite 400; Washington, D.C. 20036) is available to help persons interested in initiating such services. The activities of this center include (1) technical assistance to brokering programs during developmental stages; (2) dissemination of information on educational brokering and adult learning through a newsletter, monographs, and a clearinghouse; and (3) assistance to policy makers.

NOTES

Chapter VII

CREDIT FOR "NONCREDIT" EXPERIENCES

Awarding credit for learning outside one's own institution is, to say the least, a sensitive issue. Institutions have been reluctant to accept credits, even from other institutions; to offer credit for informal learning has been regarded as madness. In part, this may be because a student who is enrolled in fewer courses is providing the institution with less money. There is also sometimes a feeling among instructors that "if they didn't learn it here, they didn't learn it." Most important, educators have been rightly reluctant to arbitrarily award credit without some valid and reliable way of measuring the knowledge and skills implied in that credit.

Nonetheless, mechanisms for awarding credit for what a person knows and can do--regardless of how or where he/she learned it--have been developed and are gaining acceptance. The following are some of these credit systems, as well as some of the mechanisms for standardizing and organizing the awarding of credits.

Continuing Education Unit (CEU)

The CEU has been around for a while, but its use is being taken more seriously of late as education providers seek to document noncredit educational experiences. The CEU is defined as 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. The CEU is a means of organizing, granting, and recording all educational experience other than formal, degree-related schooling.

According to a brochure on the facts about the CEU, produced by Edison State Community College (Piqua, Ohio), the college's move to strengthen and expand continuing education and the CEU was prompted by the following:

- An increasing demand from the community for new and nontraditional learning experiences
- College budgetary and accounting requirements to eventually justify expenditures in areas of public service and nontraditional education
- An increasing need among clients and institutions to reference and retrieve records of nontraditional learning experiences
- The changing nature of the American college from traditional to egalitarian service

CEUs can be awarded for participation in a variety of learning experience formats: conferences, workshops, institutes, short courses, seminars, forums, clinics, symposia, tours, special training, preservice training, inservice training, media presentations, correspondence courses, and so on. To ensure that the CEU is used constructively and consistently, specific criteria have been established to govern the awarding of credit. Furthermore, a council on the continuing education unit was established in 1977 to "promote development, interpretation, and dissemination of the best methods, standards, and ideals for the use of the CEU," among other purposes.

It should be noted that there are two types of CEU: individual (participant) CEUs, one for each 10 hours of activity; and institutional CEUs, one for each 10 person hours of participation. Since many states provide formula funding for certain continuing education activities, careful accounting of CEUs is of benefit to educational institutions.

College-Level Examination Program (CLEP)

CLEP offers two types of tests--General Examinations and Subject Examinations--which are designed to enable individuals to earn college credit. The General Examinations measure achievement in five basic areas of liberal arts usually covered in the first two years of college. The Subject Examinations cover the content for specific college courses of varying lengths. How much credit is awarded for successful scores on a given test is determined by the institution awarding credit. CLEP is a testing program of the College Board (888 Seventh Avenue; New York, NY 10019).

Proficiency Examination Program (PEP)

PEP also offers proficiency examinations based on college-level course requirements. In New York, for example, these exams can be used to earn college credit; satisfy state teacher certification requirements; meet requirements for an external degree; and qualify for promotions, salary increases, or new jobs. PEP is a testing program of the American College Testing (ACT) Program (P.O. Box 168; Iowa City, IA 52243).

Defense Activity for Non-Traditional Educational Support (DANTES)

DANTES is one of many mechanisms provided by the various branches of the military to facilitate the educational pursuits of service personnel. It has two principal missions. One is to facilitate use of independent study courses from regionally accredited civilian institutions. The other is to administer several nationally recognized credit-by-exam programs (e.g., CLEP, ACT/PEP), as well as its own DANTES Subject Standardized Test (DSST) covering 75 academic and technical subjects. (DANTES; Ellyson Center; Pensacola, FL)

Office of Educational Credit (OEC)

OEC is a division of the American Council on Education (ACE). Its functions include the following:

- To analyze educational credit and credentialing policies for postsecondary education
- To foster and operate programs to establish equivalencies among educational alternatives
- To assist agencies and institutions in providing persons with due recognition for competency, knowledge, and skills, wherever and however obtained
- To provide individuals with an alternative means of demonstrating high-school-equivalent competencies

The OEC conducts programs such as the Task Force on Educational Credit and Credentials and the GED Testing Service. It evaluates courses offered by the military, by organizations whose primary purpose is not education, by schools accredited by the National Home Study Council, and by apprenticeship programs; and it develops credit recommendations for those courses. In addition, it has worked to devise standard means of awarding credit for occupational experience and credit by examination. (OEC/ACE; One Dupont Circle; Washington, DC 20036)

Program on Noncollegiate Sponsored Instruction

New York State, in cooperation with ACE and other agencies in the United States, is also evaluating, and recommending for credit, courses conducted by business and industry, labor unions, professional and voluntary organizations, government agencies, and other noncollegiate organizations. The credit recommendations guide colleges and universities in awarding undergraduate and graduate credits to persons who have successfully completed these courses. According to brochures describing this program, "such academic recognition can . . . not only advance one's progress toward a degree or fulfill an employer's requirements, but it can build confidence." The program is funded by the Carnegie Corporation and supported in part by fees charged to organizations for assessment of their programs.

Credit Banks

It is not enough to start awarding credits--using some standard basis--for this and that experience. To legitimize and organize credits for many experiences from many sources, some sort of credit clearinghouse is helpful--a place where students' validated credits are stored and available.

New York State maintains a Regents Credit Bank to help learners get their achievements recognized. For a fee, anyone can register with the bank and have all records of college-level work evaluated according to consistent academic standards. Master transcripts are prepared, which can be sent, on request, to any institution or agency.

The OEC also has a program to provide individuals with a record of their educational accomplishments outside of colleges and universities. Called the Registry of Credit Recommendations, this program is designed to link the ACE evaluation process and the credit-award process in academic institutions.

Another example of the credit banks now available is the National Registry, a computer-based registry provided by ACT. The registry provides record-keeping and transcript services for continuing education students.

The Educational Testing Service (ETS) calls its registry service the Educational Passport. The individual compiles and organizes his/her own educational and vocational credentials and sends them to ETS. ETS then produces a wallet-size microfiche of these records so the individual has a comprehensive but easily carried record of his/her accomplishments. (ETS; Princeton, NJ 08540)

Locally Developed Proficiency Tests

One option suggested by administrators experienced in this area is to involve your own instructional staff in the preparation of proficiency exams to be used to determine whether life-experience credit should be awarded. This is one way to ensure faculty support for the testing-out process.

Chapter VIII

DISTANCE EDUCATION

Distance education, external degree programs, home study, correspondence courses, and similar programs are attempts to provide educational experiences and credits to persons whose locations, schedules, or learning styles are such that traditional, campus-based programs are not appropriate or feasible.

Distance education courses have not always been considered to be particularly prestigious. Advertisements for such courses on matchbook covers and in the backs of popular magazines have not improved that image. These courses generally involve sending written or printed instructional materials to the student by mail. The student reads the structured units of information, completes practice exercises and examinations, and receives feedback--again by mail--on his or her achievement.

The approach is criticized on many levels: quality of instructional materials, quality of instructors, and so on. Yet, in fact, there are many fine written programs, with well-qualified individuals operating them.

In recent years, these programs have been gaining legitimacy, in large part because of at least three factors: (1) recognition that people do in fact learn outside the formal school system and increasing demands that credit for learning be given regardless of how or where the learning occurred; (2) efforts to identify credit for "noncredit" experiences, which also served to set standards for course content, as well as providing students in this system with recognized credit; and (3) increasing availability of a variety of teaching-learning media to support instruction. Let's look at a few examples.

New York State's Regents External Degree Program (REX)

The Regents External Degree Program has no campus and no requirement that the student do any part of his/her study in a particular location. It does no teaching. Instead, it accepts credits from all accredited institutions of higher education. It also provides a chance to earn a college degree without attending college. The program is fully accredited and, at present, offers four associate degrees and four bachelor degrees on an external basis.

The program works as follows. Anyone of any age and in any location worldwide can enroll. Applicants who have earned high school diplomas or equivalents or who have passed a college course or college-level proficiency exams are admitted as regular students; all others are admitted as special students. Enrollees are assigned program advisors to help them plan and carry out their studies.

Degree requirements are then met through (1) college credits already earned, (2) credit for life experiences or independent learning, earned through achieving minimum acceptable scores on Regents External Degree Examinations (ACT/PEP tests) or other proficiency exams (CLEP, College Entrance Examination Board Advanced Placement Exams, Graduate Record Exam Advanced Tests, or DANTES Tests), and/or (3) successful completion of additional course work at accredited institutions.

In brochures describing this program, the following statistics were given:

- People who have used these services come from all over the nation.
- They range in age from 19 to 74.
- Over 85 percent are employed full-time.
- Only 2 percent consider themselves full-time students.
- More than 21,000 men and women are currently working toward one of the degrees.
- A total of 15,000 have already graduated.

Since those statistics cover about a 10-year period (from 1972, when the program began, to 1982), a clear demand for such services is demonstrated. The program is supported by funds from the Kellogg Foundation, the federal government, and student fees. (REX; Cultural Education Center; 5D28 Albany, NY 12230)

British Open University

The British Open University, initiated in 1970, deserves mention since it has had a significant effect on the development of external education in the United States. It varies from U.S. attempts somewhat because the needs and educational goals of its citizens are different. However, their experiences have shed some light on how such programs can be operated effectively.

Substantial government subsidies are one reason for the success of the British Open University. Financial support has allowed this independent public enterprise to maintain high standards and a highly qualified faculty, while charging only moderate fees. As one would expect in an external education program, the emphasis is on individual study (through projects, reading, and media presentations). The individual effort is supported by periodic residential seminars and assistance (e.g., references, tutors, counselors) available at regional centers.

This effort has proven that external education can be effective education. And the support components included have verified that independent study does not have to be isolated study. A nonprofit organization--The British Open University Foundation--was initiated in 1977 to support and facilitate the development and operation of distance learning in the U.S. and to promote the sharing of information nationally and internationally (100 East 59th Street; New York, NY 10022).

Home Study

One term used in the U.S. for correspondence education is home study. The poor quality and fly-by-night nature of some of the commercial home study institutes form part of the reason that correspondence courses have acquired a bad name. Those home study institutes accredited by the National Home Study Council, however, have acquired a reputation for high-quality standards. These home study courses are evaluated and standardized, and with the help of ACE, academic credits are being calculated. There are still some lacks--monetary support, widespread acceptance, student retention--but by working together, home study institutes are making notable progress. (National Home Study Council; 1601 18th Street, NW; Washington, DC 20009)

Media

The increasing capabilities, affordability, and accessibility of media--television, videotape, personal computers--have greatly expanded the possibilities of distance education. Through the "magic of media," campus-based courses, seminars, and special lectures can be recorded and shared with a broader population of students at satellite centers (e.g., public libraries) and over the airways.

In fact, with the proliferation of cable TV, there are almost unlimited opportunities for televised educational programs--sanctioned by professional organizations, designed by education providers, supplemented by print materials, and offered for credit or noncredit.

Lifetime, for example, is a cable station offering programming related to health and medicine, including approved-for-credit professional development programming for health professionals. Public-access stations include telecourses from local postsecondary institutions. And the Public Broadcasting System (PBS) stations offer a wide array of educational programming.

One public TV station, WNET/13 in New York, has initiated several programs designed to serve the educational needs of adults, particularly those excluded from conventional educational opportunities by physical or psychological barriers. With support from the Fund for the Improvement of Postsecondary Education, programs have been developed to allow students to earn A.A. or A.S. degrees from participating colleges, with approximately one-third of the courses offered via WNET. A linkage system of colleges, businesses, and community organizations has been established to design and deliver TV courses. Many elements go into the system, including the involvement of area schools and colleges, and use of printed curricula, televised courses, and off-campus satellite centers.

Another example of media used to facilitate open learning and teaching at a distance is the University of Mid-America (UMA). The UMA is governed by a consortium of midwestern state universities and has as one of its goals the development of high-quality multimedia courses that will permit learners to meet their goals "at a distance." Undergraduate courses and continuing education courses for professionals have been developed, broadcast, and disseminated by UMA.

Chapter IX

PROGRAMS REDEFINING PRIME TIME

In recognition that evening adult education is not always the most appropriate scheduling option for adults, many institutions are experimenting with or implementing other options. For an unemployed or displaced person with children, for example, the most convenient time may be daytime, when his or her children are also in school. For the busy professional, weekends may be the most convenient time to attend classes. And so on. There is no one best time. Some of the options being implemented follow.

Intergenerational Programming

To accommodate adults in prime time at the secondary level, intergenerational programming is being utilized. In general at present, this means that adults may attend day vocational courses--if space exists after all secondary enrollments have been processed. Tuition is assigned at the same rate as that paid per secondary student.

States who have experimented with this approach report mixed results. Experience seems to show that, for this approach to work, several conditions must be met. First, the adults placed in secondary programs must be carefully selected, especially initially. Hard-core unemployed students have given "adults" a bad name in some cases. If this is allowed to occur, this approach will be short-lived. Students, faculty, and parents will, with justification, protest.

Second, it seems best to involve instructional staff who are willing to accommodate adults in their programs--again, at least initially. Slotting adults in with youth is an innovation and, as with any innovation, people often need time to adjust to the idea. By involving the willing at the outset, the interest and receptiveness of these instructors increase the chances that the approach will succeed. This in turn increases the chances that other instructors will become involved.

Finally, in accommodating adults in youth-focused programs, something has to give. Adults, in the main, do not react well to youth-oriented dress codes and rules (e.g., use of hall passes and seating charts). A double standard--one set of rules for adults and one for youth--does not work. Youth, however, tend to respond very well to being treated like responsible adults. Educators who have been involved in intergenerational programming indicate that it works quite well if adult-focused rules are followed.

In fact, in schools where intergenerational programming has been successfully implemented, it is considered to very successful. Youth and adults seem to thrive on each other's company. Youth act more responsibly and profit from the experience of the adults around them. Adults enjoy being around youth and appreciate being not only learners but also "instructors," who can share their competency with the young.

Weekend Programs

There's a difference between courses scheduled on the weekend and weekend programs. A secondary or postsecondary institution can schedule courses for adults during evening and weekend hours, and adults can pick and choose. But weekend programs are scheduled so that by participating in intensive course work--every other weekend, for example--an individual can earn a diploma or a degree.

At a community college with residential facilities, this type of program may have particular appeal. Instead of taking a course here and a course there and slowly, eventually graduating, the student commits to a "full-time" weekend program. During weekends on campus, he or she is fully in the role of student, living in a dorm, attending classes, and studying.

Program for Older Americans

Like programs for other adults, adult education programs may be offered specifically to meet the educational needs of older Americans (e.g., dealing with retirement). Another option available in many states is to allow older Americans (e.g., persons over 60) to attend or audit courses tuition-free if slots are available or to attend any course at a reduced tuition (e.g., 25 percent reduction).

As with the intergenerational programming described earlier, this benefits more than the older students. The younger students in the class benefit from the views and experiences of their older classmates. America's schools have not yet begun to tap the human resources available in every local community. Involving older Americans in the classroom--as learners and sharers--can be a useful and beneficial educational tool.

Alumni Education

At present, recruitment efforts at the postsecondary level have focused primarily on attracting new clients. As was mentioned earlier, schools have generally treated graduates as finished products. But to be consistent with the philosophy of lifelong learning, institutions should and could continue to serve the educational needs of their alumni, perhaps through weekend and summer seminars or on-the-job training programs designed to keep former students up-to-date in their program areas. Again, this is a ready market that has not been sufficiently addressed.

Chapter X

OTHER SUPPORT SERVICES

Support services for adults aren't just important on the way into the program; they may also be critical on the way out of the program. Basic skills and academic or technical skills can go wasted if students lack the employability skills and placement assistance needed to secure employment.

Adults who have never been employed or who last secured employment many years ago may lack employability skills. Even more critical, they may lack the self-confidence needed to do well in a job-seeking situation. Thus, instruction and practice in these skills--offered as part of the regular program or through a transition center--may make the difference between success and failure in a graduate's attempts to secure desired employment.

The importance of these skills absolutely must not be underestimated. Consider: If you were a displaced homemaker or structurally unemployed, would you know how to act during a job interview? Would you know what to include on a résumé? What would you put on the application form under prior job experiences if you had none? It is vital that these people be provided with help in learning how to present their strengths and with practice in using these skills.

At Luna Vocational-Technical Institute (Santa Rosa, NM), for example, they offer free placement assistance, including job preparation, application for employment, interviewing techniques, résumé writing, organizing a job search, job retainment, and employment resources--in other words, employability skills.

More direct assistance should also be provided if possible. Through linkages with local business and industry, jobs for graduates should be developed. Advisory committee members can be of great help in this area. Job openings should be regularly identified and posted in a central location. Job fairs could be held on campus to offer soon-to-be graduates an opportunity to contact area employers and vice versa. If we are sincere about training adults for employment, we need to be willing to exert the efforts needed for this to occur.

Another effective method of preparing students for employment and helping them make the transition to employment is to include on-the-job training experiences as part of school-based programs. Internships, cooperative education programs, shadowing, and similar experiences offer students a firsthand opportunity to learn what employment is all about. In addition, such experiences may lead to permanent employment following graduation.

On the other hand, the limits of school placement efforts should be acknowledged. Students need to be clearly informed about how much or how little the institution is prepared to do regarding placement. If job placement is not guaranteed, that fact should be well publicized. In fact, at some institutions, students must sign a form stating they have been told about and understand that fact.

Chapter XI

CUSTOMIZED TRAINING PROGRAMS

Customized training programs are those services that are or could be offered by the vocational-technical institution--in addition to regular programming--in response to the specific needs of business, industry, labor, government, and the military (BIL/GM). Customized training goes beyond the training of your "regular" student population and enters the realm of human resource development--of lifelong learning and retraining for those already in the work force and those who are unemployed but past what was traditionally considered "school age."

The types of training services generally provided by such programs include any one or a combination of the following:

- Recruiting and screening trainees
- Conducting occupational analyses
- Designing, developing, and/or conducting entry-level training programs and/or programs to upgrade employee skills (e.g., from electrical to electronic, from mechanical to hydraulic, from manual to computer-assisted)
- Developing instructional materials
- Training trainers
- Providing technical assistance
- Developing evaluation instruments
- Evaluating trainee performance
- Evaluating program effectiveness

To offer such programs, several things are needed, primary of which is effective linkage with BIL/GM. Consequently, a new educational role--the educational linker--is becoming more common at the local and state levels. These linkers perform a liaison function between education and BIL/GM, both to improve existing occupational program offerings and to provide additional programs and services designed to meet BIL/GM-specific training needs.

Another need relates to program management and administrative processes. Customized training programs are often short in length and scheduled to start yesterday (i.e., with very short lead time). Furthermore, they must be designed in response to BIL/GM needs. The institution's regular programs can't just be transported to BIL/GM. At a minimum, regular programs would need to be adapted to fit BIL/GM needs. At a maximum, brand-new programs would need to be designed and developed from scratch. Institutions wishing to offer such programs need to ensure that red tape is minimized, a quick response time is ensured, decision making is facilitated, and flexibility (time, place, content, instructional method) is ensured.

Given the nature of these programs, it is important that all key elements be clearly specified in a written agreement or contract, signed by all parties. A detailed training plan and budget are often a part of such agreements/contracts.[4]

A description of a state-level customized training program is provided in sample 4.

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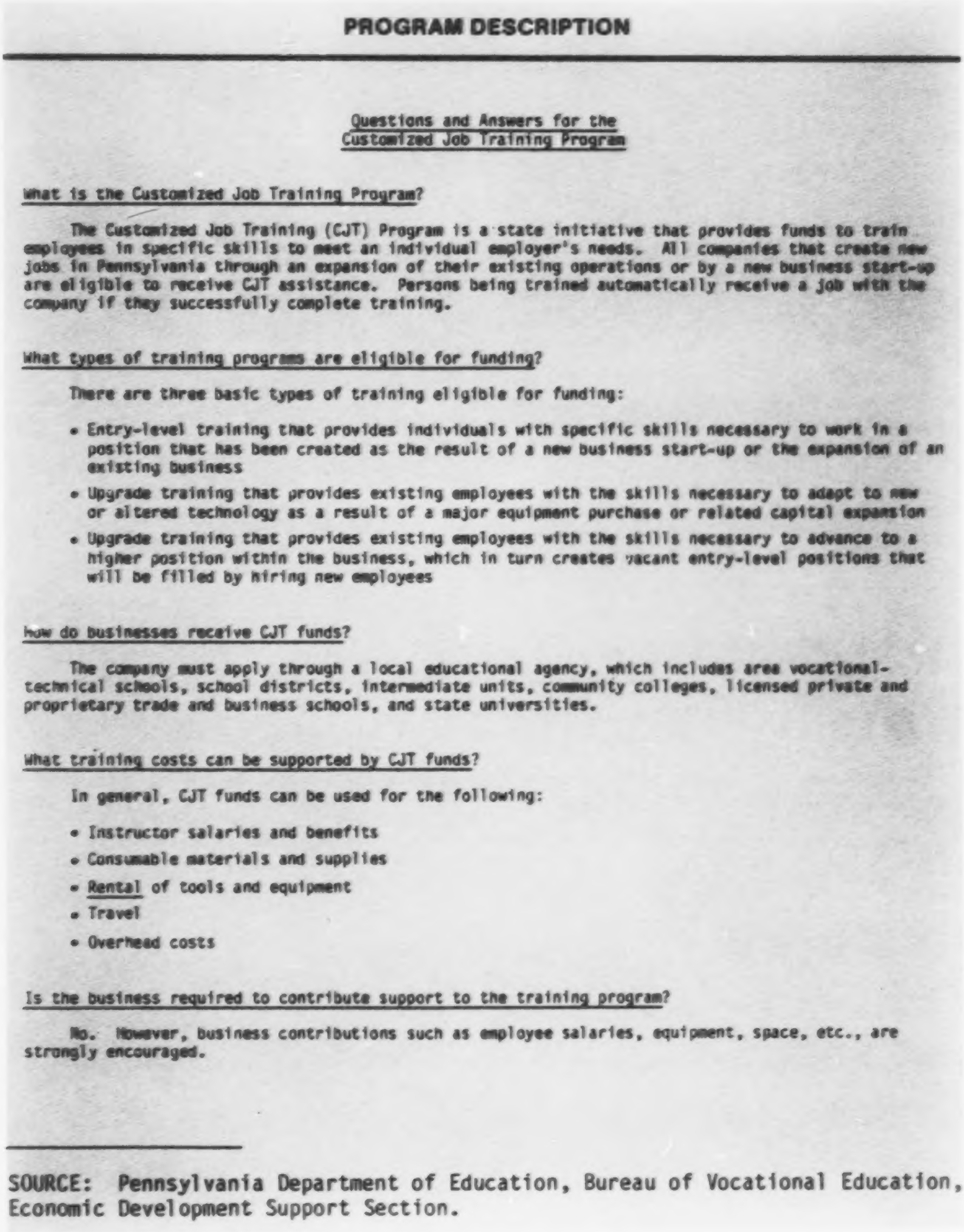
[4] For more detailed information concerning customized training, you may wish to refer to Module LT-J-3, Provide Customized Training Programs for BIL/GM.

SAMPLE 4



PROGRAM DESCRIPTION

Questions and Answers for the Customized Job Training Program

What is the Customized Job Training Program?

The Customized Job Training (CJT) Program is a state initiative that provides funds to train employees in specific skills to meet an individual employer's needs. All companies that create new jobs in Pennsylvania through an expansion of their existing operations or by a new business start-up are eligible to receive CJT assistance. Persons being trained automatically receive a job with the company if they successfully complete training.

What types of training programs are eligible for funding?

There are three basic types of training eligible for funding:

- Entry-level training that provides individuals with specific skills necessary to work in a position that has been created as the result of a new business start-up or the expansion of an existing business
- Upgrade training that provides existing employees with the skills necessary to adapt to new or altered technology as a result of a major equipment purchase or related capital expansion
- Upgrade training that provides existing employees with the skills necessary to advance to a higher position within the business, which in turn creates vacant entry-level positions that will be filled by hiring new employees

How do businesses receive CJT funds?

The company must apply through a local educational agency, which includes area vocational-technical schools, school districts, intermediate units, community colleges, licensed private and proprietary trade and business schools, and state universities.

What training costs can be supported by CJT funds?

In general, CJT funds can be used for the following:

- Instructor salaries and benefits
- Consumable materials and supplies
- Rental of tools and equipment
- Travel
- Overhead costs

Is the business required to contribute support to the training program?

No. However, business contributions such as employee salaries, equipment, space, etc., are strongly encouraged.

SOURCE: Pennsylvania Department of Education, Bureau of Vocational Education, Economic Development Support Section.

Is the business required to pay trainees a wage during the training period?

[illegible] produced by the trainees in on-the-job training programs are sold by [illegible], the business must pay the trainees. In all other training situations, the [illegible] required to pay a wage during the training period.

[illegible]

[illegible] the most appropriate site for training. Training can be conducted at the [illegible] at the local educational agency, at a rented facility, or at a combination [illegible] the employer's needs.

[illegible]

[illegible] by a local educational agency, which is responsible for preparing [illegible] for funding. The training plan is also developed by the local [illegible] with the business to ensure that trainees obtain the exact skills [illegible].

[illegible]

[illegible] can be either current full- or part-time educators or experts from the [illegible]

[illegible]

[illegible] is the responsibility of the business. The local educational agency [illegible] are available to provide assistance in recruiting potential [illegible] of potential trainees if the business so desires.

[illegible] for establishing criteria (such as educational and skill level) [illegible] which trainees successfully complete the training program. [illegible] all individuals who successfully complete the training [illegible]

[illegible]

[illegible] there are adequately skilled individuals available in the [illegible] fill the entry-level positions.

[illegible] within the Commonwealth's fiscal year, which is July 1 to [illegible] for funding must be submitted for training programs that [illegible] Commonwealth's fiscal year.

[illegible] support short-term training. Therefore, training [illegible] than six months in length. (Exceptions can be made to the [illegible] period is one year.)

[illegible] be submitted to the appropriate regional field office at [illegible] start of training.

[illegible] wages or stipends to the trainees.

[illegible]

[illegible] will develop the training plan with the business, package the grant [illegible] of the training program, and handle all fiscal arrangements.

[illegible]

[illegible] submitted to the appropriate Regional Vocational Education Field Office for [illegible] meets the program's requirements, it is forwarded to the Department [illegible] for review by an Interagency Task Force. While the task force recommends [illegible] of the application, the final approval rests with the Department of [illegible]. The approval process generally takes five to eight weeks from the time the application is [illegible] Regional Vocational Education Field Office.

Optional Activity

For more information about the variety of adult programs available, you may wish to refer to one or more of the following resources:

- Exemplary Programs for Adults. Burlingame, CA: Dissemination Network for Adult Educators, 1983. ED 230 026

  This document lists model adult programs and briefly describes each. The majority of the programs are California-specific although they are certainly transportable to other states. Other programs outside California are also included, particularly those designated as exemplary by the National Diffusion Network.

- Peterson, Richard E. et al. Lifelong Learning in America: An Overview of Current Practices, Available Resources and Future Prospects. Higher Education Series. San Francisco, CA: Jossey-Bass Publishers, 1979.

  Chapter 6 of this text (pp. 343-421) was written by Judith Bonnet Hirabayashi. This chapter includes a listing and brief descriptions of the numerous information resources available to those interested in adult education. Pages 371-421 focus on research or development projects related to the education of adults.

- Network News

  Network News is a bimonthly publication of the Dissemination Network for Adult Educators (DNAE; 1575 Old Bayshore Highway, Burlingame, CA 94010). Each issue contains information concerning program developments, available materials, and relevant professional development activities in relation to the field of adult education.

NOTES

PART THREE

ADULT VOCATIONAL PROGRAM PLANNING

Chapter XII

PROGRAM DESIGN

At last, you say. Now we finally get to vocational education. But if vocational educators are to serve the whole person, everything in the guide so far relates directly to vocational education. In designing vocational-technical programs, you need to consider the elements presented thus far. There are some other needs you should address as well: need for articulation, need for equity in program status, need for "adult" programs, and need for knowledge of the law.

Need for Articulation

Articulation is a popular catchword these days, yet in the hierarchy of institutional needs, the desire to ensure institutional survival by cornering the training market may get in the way of any meaningful articulation. Actually, there are three types of articulation that educators need to be more concerned with:

- Articulation with other training providers
- Articulation among departments/divisions within the institution
- Articulation with the business, industry, labor, government, and military sectors (BIL/GM)

Other Training Providers

Considering the size of the adult market, there is surely enough work to keep all training providers busy. And it's becoming a buyer's--not a seller's--market. It is only good sense for neighboring training providers to cooperate rather than compete, so that duplication and replication of effort are avoided. In areas where there are educational information centers referring prospective students to appropriate services, training providers have been forced to acknowledge each other's existence.

Make it your business to know what training efforts are going on locally. Check the various potential providers: community-based organizations, professional organizations, BIL/GM, secondary schools, postsecondary schools, JTPA, and so on. By fostering communication among various providers, several things may be accomplished. First, each provider can identify what piece of the training pie it is best qualified and capable of handling. Each can then focus on that piece, without overlap with other providers. Cooperative efforts can also be initiated. For example, you may provide occupational training for adults through JTPA funding, and other JTPA-supported agencies may provide special counseling for those students.

And finally, you just may find that some providers would rather not be in the providing business. A professional organization may, for example, be more than happy to let you conduct the professional development courses or seminars for its members. Without communication, such organizations are unlikely to know that you are interested in conducting or sharing responsibility for such activities.

Departments/Divisions within the Institution

Where adult education is concerned, internal articulation is of utmost importance. If the prior chapters convinced you of one thing, it should be that if you limit occupational education for adults to a program that is strictly occupational, you are in danger of failing to meet adult needs. Some adults, of course, may only want and need a vocational-technical program. Others, however, will require basic skills, survival skills, career counseling, reentry help, and/or support services (transportation, child care, financial aid). Unless there is institutional commitment to close articulation and cooperation among these programs and services, the adults can easily get lost in the shuffle.

This is an administrative problem. In fact in these United States, one does not have to visit too many schools to discover academics and counselors and remedial staff and vocational educators whose twains never meet. Too often, they operate in separate, parallel tracks with little communication and, thus, little cooperation. This cannot be the case if adult needs are to be met. The system must be open so adults can gain access to the services required to meet their goals. Only leadership at the top can effect system openness and cohesiveness.

BIL/GM

Articulation with BIL/GM should go without saying. If you are preparing students to enter the world of work, it is essential that you maintain close contact with that world. Linkages with local BIL/GM, active advisory councils/ committees, cooperative education and work-study programs, opportunities for instructors to update their skills on the job in business or industry--these are the strategies for keeping occupational education timely and relevant.

If part of your institutional mission is to offer customized training programs for BIL/GM, articulation is a must. You cannot identify training needs or make BIL/GM aware of your training capabilities without maintaining communication with BIL/GM representatives. Articulation with local BIL/GM training efforts is also important. They may need what you have. Even if they want to continue to run their own training programs, they may need help in program planning, curriculum development, instructor training, program evaluation, and so on. Through articulation, you can provide BIL/GM with the assistance they need and, at the same time, ensure that your own programs are consistent with BIL/GM needs and standards.

Need for Equity in Program Status

Adults may constitute the new educational market, but adult education is slow in coming into its own as a legitimate institutional component. The goal of serving young, full-time, degree-oriented students is still perceived by many to be the prestigious calling for educators. If the institutional set-up supports this perception, then adult education will not thrive.

The fact seems to be that many adults would be interested in and benefit from occupational education that is not necessarily tied to credits and does not necessarily lead to a degree. Whether such programming is offered through a vocational department, a continuing education division, or an adult education division, it must not be accorded second-class status. In a number of presentations made by high-level administrators[5] at Columbus Technical Institute (Columbus, Ohio), the following suggestions were made for ensuring that continuing education divisions are accorded equal status. Their remarks have been modified to apply more generally to any adult education offering.

- Adult education must have the support of committed administrators who have genuine concern for providing lifelong learning for citizens of the community. Leadership must promote the view that adult education is an integral, legitimate, and respectable part of the institutional mission, not a financial scapegoat to assist lagging enrollments.
- Adult education staff should have titles equitable to those in other programs/departments/divisions.
- Operational budgets for adult education should be provided on a parity with those in other programs/departments/divisions.
- All policies/procedures and operations should foster and promote cooperation and communication between and among all programs and services.
- The role and responsibilities of the adult education area need to be clearly defined, understood, and communicated to all departments/divisions.

Equally critical is to ensure that the services available to full-time, prime-time students are available to the adult education students as well. Too often adult programs are scheduled in institutional off-hours, and students never have access to the institution's full services. The registrar's office is closed. The counselors have gone home. The cafeteria and book store are shut down. The library is locked.

Provisions must be made to make these services available to all students; adult programs should be full-service programs. In fact, given an adult's many roles, ease of access to these services may be more, not less, important than for the full-time student. For the student who is employed and who has family responsibilities, getting to classes may be difficult enough. If support services are only available during the day, Monday through Friday, some adults may never be able to make use of them.

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[5] Carol Fought, Vice-President for Development; and Harold Nestor, President.

Actually, administrators should be most sympathetic: How many of you got (or are getting) degrees in administration while maintaining a teaching position and family responsibilities? Quite a strain, no? But at a four-year university, at least the food facilities were open and the library hours allowed you to get some quiet study time away from other responsibilities and distractions. Consider how important to educational success these noninstructional resources can be.

Another aspect of equity concerns the opportunities provided for involvement--for a sense of belonging. We provide our full-time students with opportunities for involvement and self-determination using such mechanisms as vocational student organizations and student councils. Students in adult education programs rarely are provided with those same opportunities. By forming an adult student council, you can go a long way toward getting the feedback--and student involvement--you need to ensure that your institutional efforts meet adult needs.

Participation in vocational student organizations can provide adults with the same benefits it accords youth, including success experiences, leadership development, and involvement in the occupation. In truth, adults' many roles may make it difficult for them to participate--time may be so limited. But with creative scheduling on your part, their involvement may be possible. According to some vocational educators, low enrollments in part reflect a reluctance on the part of administrators to provide the necessary resources to support vocational student organizations for adults.

Need for "Adult" Programs

In Chapter 3, the characteristics of the adult learner were briefly outlined. This is not simply nice-to-know information. Programs designed for adults must take those characteristics into consideration. Because adult needs vary enormously, because they have many roles competing for their time, because they are mature individuals with specific goals that they want to meet in straightforward ways--because they are, in short, adults, programs should be designed with the following characteristics:

- Adults should be involved in planning their own individualized programs. These plans should include clearly stated goals and objectives, describing--for teacher and student alike--what the student hopes to achieve in his/her program.
- Programs should be flexible. Students should be able to enter and leave when ready (open-entry/open-exit). Varying programming lengths should be available. Programs should be available at varying times (days, nights, weekends). Students should have multiple learning options from which to choose, according to their own best learning style. They should be allowed to work at their own pace.

- Programs should provide success experiences. Students should start where they are and then build on success to reach their goals. They should be allowed to recycle until they have mastered a particular skill, moving on only when they have achieved mastery--success. To ensure that students know exactly how well they are doing, the program should provide for frequent feedback.

In fact, adult programming characteristics sound suspiciously like the characteristics of competency-based education (CBE). But that is not because this guide is part of the competency-based administrator module series and there's a fondness for competency-based instruction. In truth, adult educators have listed those very characteristics, time and time again, in describing the types of programs that will meet adult needs.

If lifelong learning is the goal--if we are to offer programs that meet adults' education-and-training needs throughout their lives--then they must be able to move easily in and out of the system, and they must have access to programs that meet their individual needs. Unless schools are prepared to hire one instructor per student, only a CBE type of approach provides both the structure and the flexibility to support such individualization. Despite all arguments to the contrary, there are--simply, logically, realistically--limits to the individualization possible in a time-based, one-instructor program if conventional large-group instructional practices are used.

Need for Knowledge of the Law

The laws governing adult education are somewhat different from those governing the education of our youth. Since federal legislation is part and parcel of federal funding, knowledge of this legislation (e.g., the Adult Education Act, P.L. 95-561) can be essential to program support.

In addition, however, you encounter different types of legal problems in serving adults. When secondary schools add adults to their rosters, they need to ensure that all staff clearly understand these differences. For example, staff are probably used to sharing information freely with parents of minors. They may not know that it is not appropriate, or legal, to share such information when the student is an adult who has reached his/her majority.

All such legal do's and don'ts must be identified and shared. Staff must know appropriate responses to make when, for example, a parent calls to ask for the grades of his/her 25-year-old son. Or when a wife or husband calls to ask if his/her spouse is, in fact, in school that evening.

Another legal aspect that needs to be considered is insurance. Institutions accustomed to serving youth may also be accustomed to having students' insurance needs covered, under parental insurance. Adult students may or may not be covered, and some are quite willing to sue for injuries sustained while in school. Thus, it is important to ensure that you get a sign-off on liability in advance from adult students.

NOTES

Chapter XIII

BASIS FOR PLANNING

The basis for planning adult programs is the same as for any other occupational programs. You need to identify (1) human resource needs, (2) student needs, and (3) institutional needs. And programming must be planned in response to those identified needs.

Human Resource Needs

Adults, for the most part (about 60 percent), enroll in occupational programs for job-related reasons. If they strive to make it through a program of interest to them only to discover there is no possibility of employment at the other end, you will not have satisfied clients. Occupational programs should prepare students for existing employment opportunities.

To determine just what those opportunities are, you need to keep abreast of, and correctly interpret, employment trends as well as present and future labor markets. You can accomplish this using a variety of means. You can maintain close contact with the state Bureau of Employment Services and similar agencies. You can use information from the National Occupational Information Coordinating Committee (NOICC) or its state-level counterpart SOICC. You can conduct your own institutional community surveys or cooperate with other area institutions in conducting such surveys.

One approach that has been used successfully is for the administrator to form a special employment trends advisory council (occupational/industry panel). Members of the council could be drawn from area employers and personnel directors who know local employment and training needs. This is an excellent device for ensuring that you have your finger on the pulse of the local market for your programming.

Student Needs

An area can be crying for machinists, but a machinist program will not fly if no students are interested in enrolling in the training program. Thus, knowing what types of training programs would be of interest to people in the area--your prospective students--is also essential. Close ties with the community and community surveys can yield this information.

Community residents can be asked to respond to a questionnaire concerning the types of programming they would be interested in. And by maintaining contacts with area employers, through advisory committees and other means, you help to ensure that you will know in advance about the types of training needs upcoming in the local area. For example, if a large corporation in the area is planning to install word processors or computerized machinery, clearly new skills will be required of employees. By being aware of these trends and changes, you increase the chances that you can be part of the training solutions.

If you find student interest in a skill-training area for which there are jobs nationally but not locally, you may still decide to offer programming. However, students will need to know up front that, unless jobs can be developed locally, they will need to relocate to secure employment. If you find no student interest in an occupational area with large local demand, you may also still decide to offer programming--if, through increased or retargeted recruitment efforts, you can enroll the students needed to support the program.

Institutional Needs

Educational institutions are guided by institutional missions and limited by institutional resources. As you seek to develop or expand adult programs, it is crucial that you ensure that your efforts are consistent with your mission and realistic given your resources. This does not mean that missions can't be revised and resources can't be developed. It simply means that you must not, in your zeal to serve adults, lose sight of the whole institutional picture.

If, for example, a secondary school decides to expand program offerings for adults, it must ensure through thorough planning that its primary mission--serving secondary students--continues to be met and met well. Resources (staff, facilities, funding) must not be diverted so that the primary mission suffers. In short, before expanding service to adults, you must ensure that you can realistically provide that service, in the way it should be provided, while still meeting all other institutional goals.

Chapter XIV

PLANNING QUESTIONS

Given that you have initiated articulation linkages with other agencies and within the organization. Given that you have identified human resource needs, student needs, and organizational needs--and have set up mechanisms for staying up-to-date concerning those needs. What next? Next is planning answers to specific questions concerning program structure, facilities, equipment, instructional materials, scheduling, admissions, funding, and budgeting. Staffing is another issue to be dealt with, of course, but it is so large, it requires a separate chapter of its own.

Program Structure and Scheduling

What types of program structures will you utilize in serving adults? Will you add on programs during times when the facility is not in use--nights, weekends, etc.? Special, separate programs? Or will you add separate programs during "prime time"? Or will you implement intergenerational programming?

Will most offerings use conventional instructional approaches within a traditional semester/quarter/term structure? Or will you utilize competency-based approaches? Will you implement an open-entry/open-exit structure? How much individualization will you provide for?

Will most program offerings be of similar length (e.g., a one-semester course)? Or will a variety of seminars, workshops, short-term, and long-term offerings be available? Will each program be offered on a particular basis--credit or noncredit--or can individuals with differing needs take a given program on whichever basis is more appropriate?

More important, if the approach to be used (e.g., intergenerational programs) deviates from the previous norm, what provisions will be made administratively to ensure that this approach can work?

Facilities and Equipment

Does your institution have sufficient facilities to support the offerings planned? If not, how will you gain access to the needed facilities?

Given that one adult need is easy access to educational facilities, how will you ensure that access? Is your institution conveniently located to the clients whose needs you wish to serve? If not, is there public transportation available? If not, is institutional transportation feasible?

Or, will some courses be offered "off-campus" to facilitate access? Are there branch campuses? Would it be feasible to offer programs at other facilities: libraries, community centers, senior citizens centers, BIL/GM facilities, and so on? Could you arrange to share facilities with other training providers?

What television capabilities are available locally? Is there opportunity to tape and air telecourses so every home can be an educational facility? Do you have the funds, time, and talent to engage in this type of programming?

Is present equipment sufficient for the new or expanded adult offerings planned? If not, have you considered all possible options for securing the needed equipment within budget limits. Given the rapid technological changes today, purchase of new, up-to-date equipment is sometime impossible, but this doesn't need to limit programming. There are numerous other options.

New equipment can be leased. Used equipment can be purchased or borrowed from government surplus sources. Simulations can be devised to bypass the immediate need for equipment.

If strong linkages with business and industry are maintained, they may donate equipment or provide opportunities for limited or extended on-the-job training so students can be exposed to various types of equipment. Arrangements can be made to share equipment with BIL/GM; you could perhaps train their employees on the job to use newly purchased equipment, in return for which, you could be allowed to use that equipment to train other students enrolled in your institution.

Pooling equipment is another option. By maintaining articulation with other training providers in the local area, you could form a purchasing consortium. This would allow you to purchase in larger quantities at reduced rates. Or you could share equipment. For example, area schools could purchase and equip a mobile training unit (e.g., computer training) and share that unit among them.

In short, three questions need to be asked: What do we have? What do we need? And what creative options are available for securing the facilities and equipment needed? Don't try to answer these questions alone; involve faculty, BIL/GM representatives, advisory committee members, and others. You'll be surprised at the possibilities.

One final note concerning this area. If you offer "regular" and "adult" programs (e.g., regular day programs and evening adult programs), then facilities and equipment must be shared, which can breed problems. It is critical that all students be provided with storage space, if needed. Facility/equipment use and maintenance rules must be clearly spelled out and made known to all users. And preferably, one supervisor should be in charge of facilities for all programs so problems of "turf" are prevented (or quickly resolved).

Instructional Materials

If service to adults is to be individualized, a variety of materials--references, media, learning guides, computer software, and texts--are required to support that approach. Are appropriate materials available? Do you have funds to purchase them? Will you develop materials locally? Do you have the resources to do so?

Regardless of the instructional approach to be used, instructional materials must be selected with adults in mind. As mentioned in Part Two, some adults will have poor reading skills and will need materials written at a level they can handle. Beware, however. Some remedial texts with low reading levels are insultingly simple and contain huge pictures and giant print. As one adult educator has pointed out, these people aren't blind, they just can't read well. Materials should be selected with this in mind.

Furthermore, other adults will have good and excellent reading levels and will require materials at that level. To provide the level of individualization required, materials--ranging from basic to advanced--should be available.

Funding/Budgeting

Someone has said that providers of adult education are aiming at a shifting population. They're also aiming at a shifting and shrinking funding base. There *are* funds for adult education. In fact, the literature alludes again and again to the fact that over 250 federal statutory authorizations, administered through about 30 different departments and agencies, already support adult education.

Two problems, however. First, federal funds have been steadily decreasing. Second, given the maze of authorizations and agencies, tapping into those funds may require more patience, persistence, and effort than the results seem to merit.

For programs designed to serve adults with more severe needs, funds are more readily available. Programs serving functionally illiterate adults, adults with limited English proficiency, adults wishing to earn a high school diploma or equivalent, unemployed or underemployed adults, adults with physical or mental disabilities, economically disadvantaged adults, displaced workers, and displaced homemakers are eligible for funds from sources such as the following:

- Adult Education Act
- Federal Social Security Act
- Vocational Education Act
- Vocational Rehabilitation Act
- Job Training Partnership Act

The Application for Establishing an Adult Education Program required by the Illinois State Board of Education reinforces this emphasis on funding programs for the educationally, occupationally, economically, physically, or mentally disadvantaged. Applicants must respond to 23 criteria relative to local programming:

- Will your educational program serve--
  - residents of an urban area of high unemployment,
  - residents of a rural area,
  - institutionalized adults,
  - older citizens,
  - immigrants,
  - refugees,
  - adults with limited English proficiency,
  - Public Act recipients,
  - handicapped adults, and/or
  - minority groups?
- Will your educational program offer/provide--
  - Adult Basic Education instruction,
  - adult secondary instruction (diploma or equivalent),
  - English-as-a-Second-Language instruction,
  - instruction in life skills,
  - employability skills instruction,
  - vocational training,
  - placement/progress testing procedures,
  - child care and/or early childhood development services,
  - transportation services, and/or
  - information and referral services?
- Will your program expand the delivery of adult education services?
- Will expansion be done through a system of participatory planning with other agencies, institutions, and organizations?
- Will your program provide "out-reach" or satellite facilities for adult students?

In large part, however, adult education programs are expected to pay their own way. Adults, it is theorized, can afford to pay. That the theory is not totally supported in reality has, thus far, been generally ignored. Funding agencies feel the need to draw the line somewhere, and the buck stops where the majority of adults are concerned.

This has not stopped creative administrators with good resource development skills. Support for innovative adult programming is available from nongovernmental sources such as the following:

- Kellogg Foundation
- Ford Foundation
- Exxon Education Foundation
- Charles Stewart Mott Foundation
- Rockefeller Foundation
- Spencer Foundation
- Edna McConnell Clark Foundation
- Carnegie Corporation
- Lilly Endowment
- Fund for the Improvement of Postsecondary Education

Of course, such efforts involve work: planning programs that would attract such funding and developing proposals to secure those funds. And bear in mind, the more sources of funding you have--federal, state, JTPA, foundations--the more bookkeeping tasks you assume. Funding can provide high-quality programming, but make sure you are prepared and able to handle the paperwork and reporting involved. Such funds don't come with no strings attached; if you cannot handle those strings, it is probably better to operate at a more limited level until you can.

There is, of course, another source that has been mentioned a number of times already: business/industry/organized labor (BIL). If you maintain productive and positive relationships with local labor and employers, there is a very good chance that they will support your training efforts with donations of equipment and materials or financial support for special projects (e.g., equipping of a computer-training mobile unit). They may support employee training by offering full or partial payment or reimbursement of fees as part of their employee benefits packages. They may contract with the institution to purchase training.

The budgeting process should be fairly straightforward: determine costs; subtract available federal, state, and other funds; and use the balance to assess fees. One goal of the budgeting process should be to keep student fees as low as possible. Costs will include items such as the following:

- Administrative, faculty, and staff salaries
- Promotional costs
- Purchase of instructional materials
- Purchase of equipment and supplies

Overhead costs--office space, telephone, heat, light, custodial services--sometimes must be provided for; sometimes, however, the institution contributes these costs.

One facet of budgeting that is not so straightforward is estimating enrollments. According to some adult administrators, it is not unusual for two-thirds of the noncredit offerings to be cancelled per term for lack of adequate numbers of enrollees (e.g., 12 students per class).

You need to allow for this possibly high rate of cancellation as part of your budgeting process. And you need to consider alternatives. Some administrators recommend that classes be held on the first night of the term despite enrollments slightly less than the number required. Additional enrollees may show up for that first class. Students may need the class and be willing to pay slightly more. Or the course could be shortened so that fees cover costs.

Financial Assistance

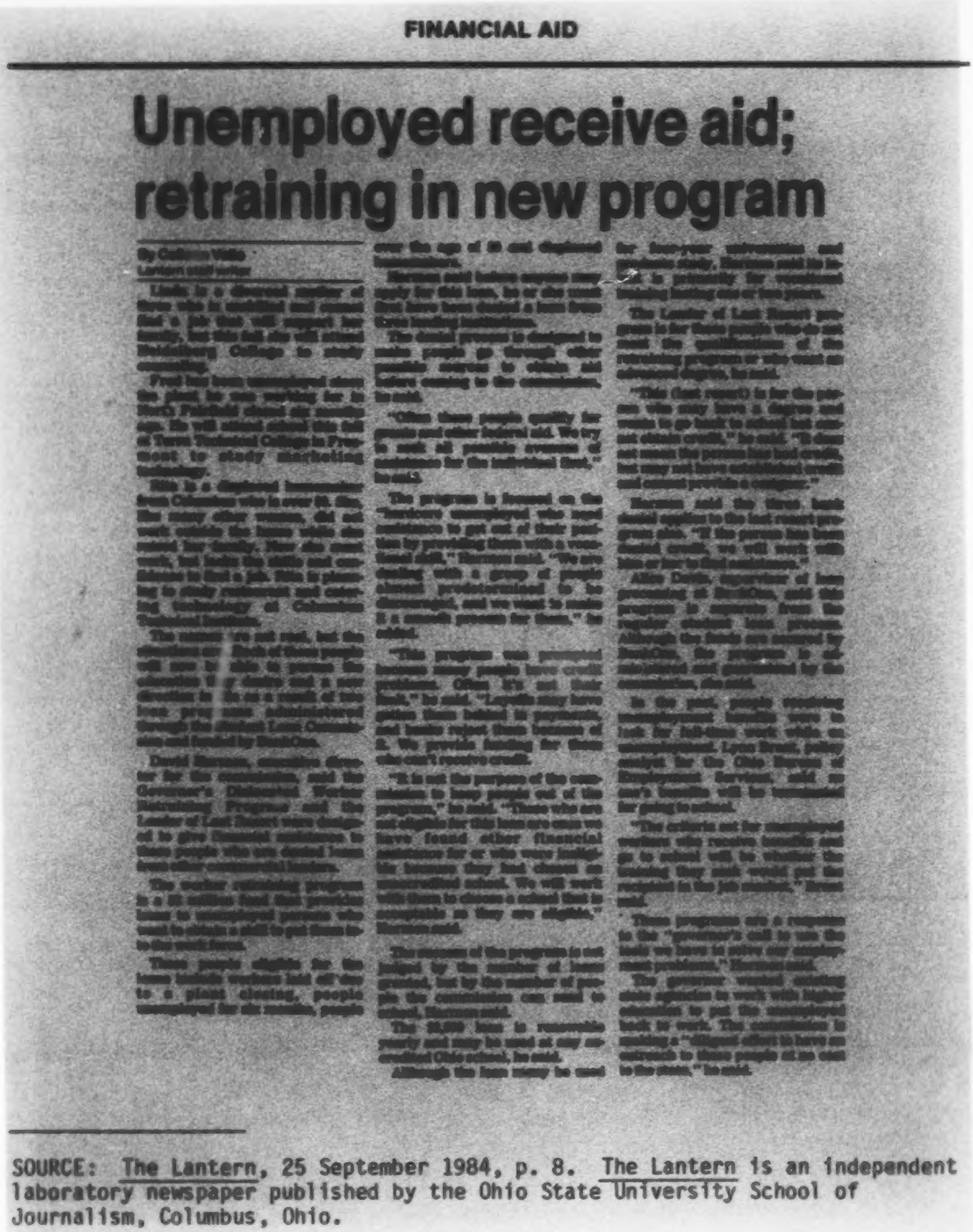
In Chapter 5, a number of sources of student financial assistance were mentioned. The fact is, you need to make sure that the most up-to-date information is available to admissions staff concerning these sources--they, too, are shrinking. The literature is full of suggestions for ways in which adults could--should--be helped in their educational pursuits: vouchers, tax credits, tax exemptions, tax deductions, entitlements, and so on. But at present, little progress is being made in this area, and many financial grants, aids, and loans discriminate against adults who are employed full-time and enrolled in school part-time.

Again, you need to be sure your institution has the latest, best information about financial aid options to help prospective students acquire the assistance needed. Sample 5 shows one such option available in Ohio. You also need to know exactly what tax relief is available. For example, the following paragraph is included in the program brochure disseminated by the Board of Cooperative Educational Services, Second Supervisory District, Suffolk County, New York:

> Tuition and related educational expenses, paid by tax payers primarily for the purpose of maintaining or improving skills required in their employment or other trade or business, may be deductible for Federal Income Tax purposes under Section 162 of the (1954) Internal Revenue Code and the regulations thereunder as permitted by Treasury Decision 6291.

Back to BIL, underscoring once again the importance of linkage efforts with this group: BIL may offer scholarships to adult students if they are convinced that your institution is serving BIL interests in the training provided.

SAMPLE 5



FINANCIAL AID

Unemployed receive aid; retraining in new program

SOURCE: The Lantern, 25 September 1984, p. 8. The Lantern is an independent laboratory newspaper published by the Ohio State University School of Journalism, Columbus, Ohio.

Admissions/Registration

Another area in which decisions must be made is program admissions/registration: What will you require? What will you accept? How will you facilitate the admissions and registration processes? These are philosophical, as well as logistical, questions. Your admissions requirements will define whom you serve and whom you don't serve. These decisions need to be consistent with your institutional philosophy and mission.

Admissions requirements can be very strict. Students may need to possess a high school diploma or equivalent. They may need to receive certain minimum scores on a battery of entrance exams. Strictly defined criteria may severely limit what experiences outside the institution qualify for credits. Your institution may want to make totally sure these students are ready for your high-quality programming.

But most institutions are recognizing that such extreme restrictions do not work well if you genuinely desire to serve adults. For one thing, some adults failed to complete high school for reasons other than capability. Having decided to return to school--for a particular reason and with a good deal of motivation--such adults are generally quite capable of succeeding despite their lack of "prerequisites."

Some adults may have acquired an enormous range of knowledge and skills through their life experiences and self-study activities. That this acquisition is not documented by pieces of paper issued by the educational establishment does not make the knowledge and skills any less real.

Still other adults are not ready, that's true. But the long and the short of it is that they never will be unless someone opens a door. Unemployment figures do not tell the whole story; those are not the only people who need help in entering the mainstream of America's economic life. Displaced homemakers are often not reflected in those figures. If they never earned a wage or filed taxes and are not now drawing government funds (e.g., Welfare), they are "nonpeople" as far as the government statistics are concerned.

There is another percentage of our population that does not officially exist. Unable to adjust to "the system" in their youth, they dropped out. They live on the fringes, neither earning or drawing government subsidies. Many of these societal drop-outs would be glad to reenter the system later in life; they finally reach readiness.

But the system is often still not ready for them. Despite the fact that some of these people may be more highly educated than the norm (they had a lot of free time to read and study intensively), the system often sets requirements (e.g., a high school diploma, a year of occupational experience) that keep these people out. But, you say, a high school diploma equivalent counts. It takes money to take the GED!

The point here is that your institution needs to decide whom it is you wish to serve and then to ensure that your admissions and registration procedures facilitate the enrollment of those people in your institution.

According to Dale Tippett, dean of the Business and Industry Services Division at Columbus Technical Institute (Columbus, Ohio), "We believe every student interested in attending our institution has the right to succeed or fail as proven by their efforts once attending our school." And in the words of E. Glen Welsh, formerly of the same institution, "All we need for admission to our institution is the student's name, address, and tuition. A student's will to succeed and motivation will determine his or her future."

You, too, must examine your admissions and registration policies and decide which ones are really necessary to the success of adult students. You are not being asked to lower your educational standards, just to reconsider how you decide who's capable of meeting those standards. Then, you need to determine how you can facilitate the entrance of those students. For example:

- Are all the forms (admission forms, physical forms, registration forms) really necessary? Can they be streamlined into a single, short form? How much information do you really need? This will vary from program to program. In occupations with licensing requirements (e.g., nursing), more information (e.g., birth certificate, personal references) may in fact be required. For many occupations, however, a form like that shown in sample 6 should suffice.
- Are all the entrance examinations really necessary? Be careful here. You want to identify, at some point, students who need remediation or other special help. However, that's a different question than testing to see who qualifies for admission.

  Experience has shown that some adults are so intimidated by the idea of returning to school that anxiety prevents them from doing well on such tests. If you want to test basic skills for remediation purposes, then such tests may best be administered after admission, in the less threatening environment of a transition center or similar facility.
- Is a high school diploma or equivalent really needed?
- What credit options will you provide (see Chapter 7)? At Columbus Technical Institute (CTI), for example, students can receive credit for life experience, but they also need to earn a minimum of 20 credit hours at CTI in order to graduate. An occupational expert--the instructor--makes the decision concerning the awarding of life-experience credits. Sample 7 shows how such credit is awarded at Miami-Dade Community College.
- Must registration be completed in person or can it be handled more simply through the mail (see sample 7)?
- What mechanisms will you use to ensure that interested applicants are not "frightened off" by the admissions/registration process? We have said adults may be intimidated by the system; what will you do to minimize this and to ensure that prospective adult students don't drop out before entering because of abrupt treatment on the phone, long

waits in registration lines, or other seemingly unnecessary (to the student) bureaucratic red tape?[6]

All your program planning efforts will have been in vain if you do not spend adequate time on these questions. If the admissions and registration procedures constitute a seemingly insurmountable barrier, then the quality of your programs will be a moot issue.

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[6] For more information on developing an effective admissions process, you may wish to refer to Module LT-C-1, Manage Student Recruitment and Admissions.

SAMPLE 6

REGISTRATION INFORMATION

Registration Information

All registration, whether by mail or in person, must be received with total payment before a student's name is placed on a class list. It is advisable to register early, as the number of students for each class is limited.

Registration by Mail

1. Complete the entire registration form with the exception of the "Office Use Only" portion.
2. Make your check or money order (no cash) payable to BOCES 2, Adult Education.
3. Make a separate check and separate registration form for each course you wish to attend.
4. Mail to:

   BOCES 2, Adult Education Office
   375 Locust Avenue
   Oakdale, New York 11769
5. Registration by mail will be accepted from January 5 to January 30.
6. You may assume your registration is confirmed unless notified otherwise. If you wish a return confirmation, include a self-addressed stamped envelope.

In-Person Registration

Brookhaven Center	Monday & Tuesday January 26 and 27 4 to 8 p.m.	Islip Center	Wednesday & Thursday January 28 and 29 4 to 8 p.m.

CHECKS OR MONEY ORDERS ONLY. NO CASH CAN BE ACCEPTED.

Tuition

Full tuition payment, except as noted in the brochure, is due at time of registration.

Refund Policy

Full tuition refunds, less a $5.00 withdrawal fee, will be made upon written withdrawal request 48 hours or 2 business days prior to the first meeting.

Full tuition refunds will be made in the event a course is cancelled.

One-half of the tuition, less the withdrawal fee, will be refunded if a written request is received prior to the date of the second class meeting.

No refunds will be made after the second class session.

Attention Senior Citizens

Senior citizens (60/62 or over) are eligible for a 20 percent discount. Documentation such as a drivers license, leisure pass, or birth certificate (a copy of) must accompany form.

Course Cancellation

BOCES reserves the right to cancel any course that does not have sufficient registration.

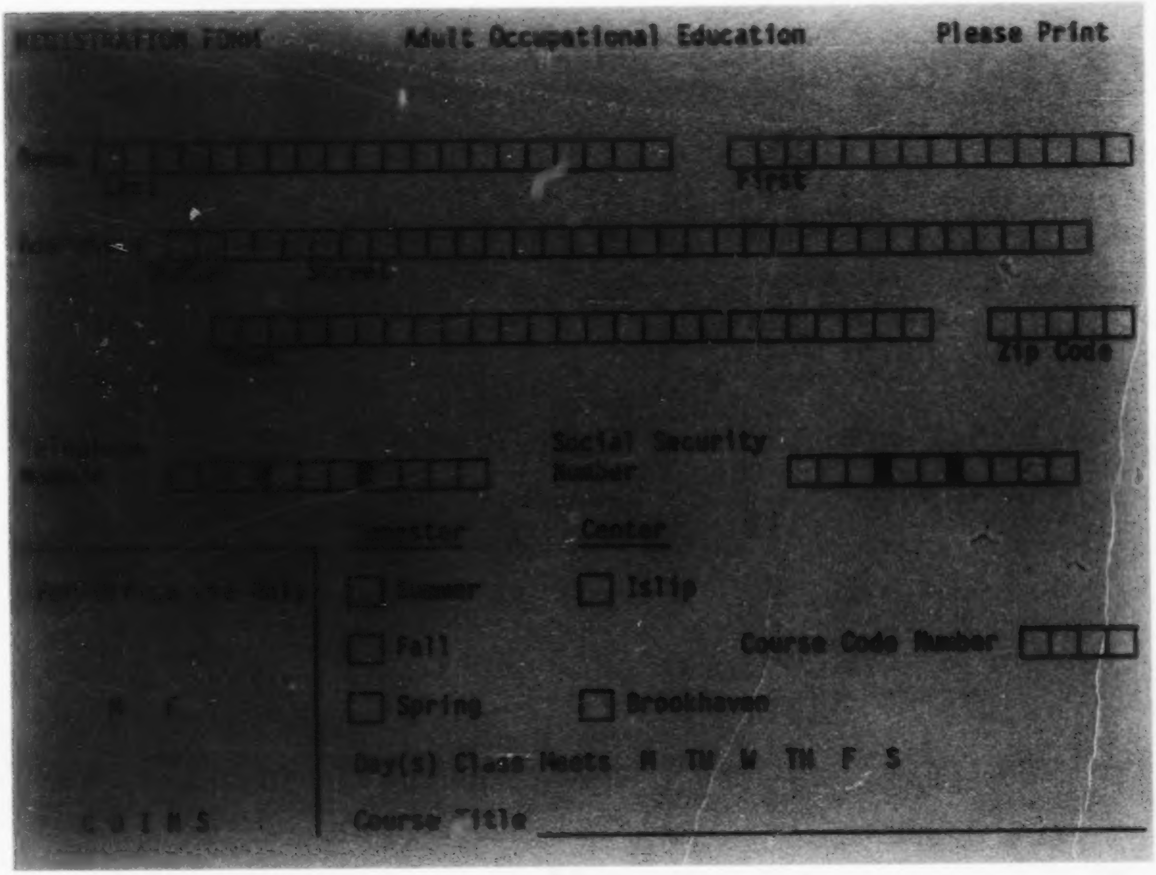
Personal Tools, Uniforms, Materials

Students in certain courses are encouraged to purchase their own set of tools, specifically in courses where employers make the same requirements. Textbooks, uniforms, models (if required) are the responsibility of the student. Items required and costs will be announced by the teacher during the first class meeting.

Insurance

BOCES does not assume any responsibility, either real or implied, for the personal property of any adult occupational student. It is suggested you review with your insurance company the coverage provided you as part of your homeowners or automobile insurance, or instigate a separate property-loss policy.

SOURCE: Suffolk County BOCES 2, New York.



REGISTRATION FORM   Adult Occupational Education   Please Print

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐☐☐☐☐☐☐
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[illegible]   Zip Code

Telephone Number ☐☐☐☐☐☐☐☐☐☐   Social Security Number ☐☐☐☐☐☐☐☐☐

For Office Use Only

M F

C O I N S

Semester   Center

☐ Summer   ☐ Islip

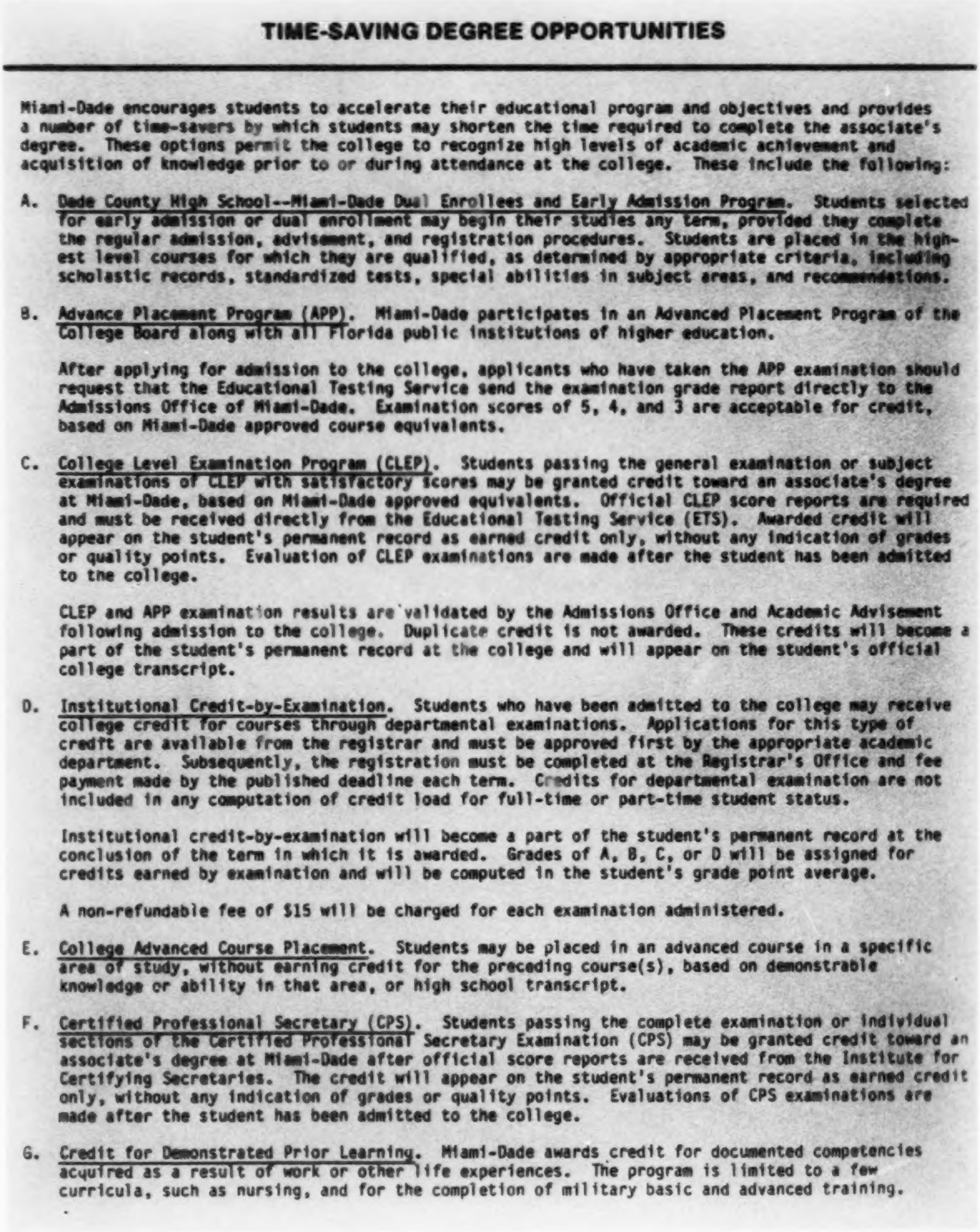
☐ Fall   Course Code Number ☐☐☐☐

☐ Spring   ☐ Brookhaven

Day(s) Class Meets M TU W TH F S

Course Title ____________________

SAMPLE 7



TIME-SAVING DEGREE OPPORTUNITIES

Miami-Dade encourages students to accelerate their educational program and objectives and provides a number of time-savers by which students may shorten the time required to complete the associate's degree. These options permit the college to recognize high levels of academic achievement and acquisition of knowledge prior to or during attendance at the college. These include the following:

A. Dade County High School--Miami-Dade Dual Enrollees and Early Admission Program. Students selected for early admission or dual enrollment may begin their studies any term, provided they complete the regular admission, advisement, and registration procedures. Students are placed in the highest level courses for which they are qualified, as determined by appropriate criteria, including scholastic records, standardized tests, special abilities in subject areas, and recommendations.

B. Advance Placement Program (APP). Miami-Dade participates in an Advanced Placement Program of the College Board along with all Florida public institutions of higher education.

After applying for admission to the college, applicants who have taken the APP examination should request that the Educational Testing Service send the examination grade report directly to the Admissions Office of Miami-Dade. Examination scores of 5, 4, and 3 are acceptable for credit, based on Miami-Dade approved course equivalents.

C. College Level Examination Program (CLEP). Students passing the general examination or subject examinations of CLEP with satisfactory scores may be granted credit toward an associate's degree at Miami-Dade, based on Miami-Dade approved equivalents. Official CLEP score reports are required and must be received directly from the Educational Testing Service (ETS). Awarded credit will appear on the student's permanent record as earned credit only, without any indication of grades or quality points. Evaluation of CLEP examinations are made after the student has been admitted to the college.

CLEP and APP examination results are validated by the Admissions Office and Academic Advisement following admission to the college. Duplicate credit is not awarded. These credits will become a part of the student's permanent record at the college and will appear on the student's official college transcript.

D. Institutional Credit-by-Examination. Students who have been admitted to the college may receive college credit for courses through departmental examinations. Applications for this type of credit are available from the registrar and must be approved first by the appropriate academic department. Subsequently, the registration must be completed at the Registrar's Office and fee payment made by the published deadline each term. Credits for departmental examination are not included in any computation of credit load for full-time or part-time student status.

Institutional credit-by-examination will become a part of the student's permanent record at the conclusion of the term in which it is awarded. Grades of A, B, C, or D will be assigned for credits earned by examination and will be computed in the student's grade point average.

A non-refundable fee of $15 will be charged for each examination administered.

E. College Advanced Course Placement. Students may be placed in an advanced course in a specific area of study, without earning credit for the preceding course(s), based on demonstrable knowledge or ability in that area, or high school transcript.

F. Certified Professional Secretary (CPS). Students passing the complete examination or individual sections of the Certified Professional Secretary Examination (CPS) may be granted credit toward an associate's degree at Miami-Dade after official score reports are received from the Institute for Certifying Secretaries. The credit will appear on the student's permanent record as earned credit only, without any indication of grades or quality points. Evaluations of CPS examinations are made after the student has been admitted to the college.

G. Credit for Demonstrated Prior Learning. Miami-Dade awards credit for documented competencies acquired as a result of work or other life experiences. The program is limited to a few curricula, such as nursing, and for the completion of military basic and advanced training.

NOTES

Chapter XV

STAFFING

Some aspects of staffing have already been mentioned: That an educational linker may need to be hired to facilitate the provision of customized training for BIL/GM. That one person should be designated to supervise both day and evening programs to minimize problems associated with sharing facilities and equipment.

Further, it has been mentioned that staff of adult education programs should have equal status with other staff. That needs to start at the administrative level. One option, of course, is to locate adult education offerings within each division/department in the institution. Each dean, chairperson, or supervisor would then handle adult education as part of his/her regular responsibilities.

This approach can successfully serve adults if, and only if, there is institutionwide commitment to serving adults. If responsibility for adult education is an extra add-on, perceived as a hardship, it may get short shrift in the overall scheme of things.

What is considered by some to be a better approach is to give one, full-time administrator full-time responsibility for all adult education offerings in the institution. Such an approach can provide better coordinated and more concentrated efforts on behalf of adults.

But the real sticky wicket of staffing involves instructional staff. Who will provide instruction? How will instructors' inservice training needs be met? How will instructional staff be evaluated?

Selection of Instructional Staff

When adults are served in regular daytime programs taught by full-time instructors, there are no particularly unique selection issues to deal with. In some cases, you may want to consider instructors' strengths when reassigning them to teach adults: Is a given instructor especially adept at working with youth, and should that instructor be scheduled accordingly? But, in general, you will need to ensure (e.g., through staff development activities) that all staff are prepared to work with adults.

When adult programs are taught by part-time staff, however, you may have a full range of sensitive issues to contend with. Three types of part-timers exist. First, full-time faculty may teach part-time for extra compensation. Second, persons employed elsewhere full-time (e.g., in business or industry) may teach part-time to supplement their incomes or just because they enjoy teaching--sharing their skills and interacting with others. Third, there are the permanent part-time teachers--often trained teachers unable to secure full-time teaching positions.

Why Part-timers?

One reason part-time staff are used is because short-term programs are offered. Full-time staff may not have the time or the skill to handle such programs. Another reason is that, in some areas, there are more qualified instructors than positions. Providing part-time slots allows educators to employ more of the available trained professionals--to serve "their own." One additional--and highly questionable--reason is that they cost less (e.g., earning an hourly rate of $14-$21, with few or no benefits).

The Problems

First of all, if part-timers are used only to save money, without regard to how educational needs can best be met, that is a serious problem. The use of particular part-time instructors should be motivated by specific educational purposes. That their use also saves on limited financial resources is just an added benefit.

Second, in some states the sheer numbers of permanent part-timers is raising some unforeseen problems. They may feel--sometimes justifiably--exploited. Salary issues are one cause. Full-time faculty are compensated beyond classroom contact hours. They are paid for preparation time and office hours. They receive benefits. Some permanent part-timers are beginning to question the legitimacy of part-time/full-time distinctions and to organize to change these practices.

In addition to salary issues is the issue of tenure. If cutbacks necessitate a reduction in force, is it legitimate to retain a tenured but less capable full-time instructor and to release a more-capable part-time instructor--who is not eligible for tenure? In fact, in 1975 the California Supreme Court ruled, in the case of Aven vs. Peralton, that continuity of service (not level or degree of contact) should be the controlling criterion and that tenure should be granted to employees who had been continuously employed on a part-time basis for three consecutive years.

Another form of exploitation is to give plum teaching assignments to full-time staff and less attractive assignments (e.g., less capable students, overly large classes, inconveniently scheduled classes) to the part-timers. Again, if education is a profession, such practices are unacceptable.

The use of part-timers must not be allowed to simply evolve; it must be planned. You need to spend time determining the exact policies that will govern how and when part-timers can be used. And in determining those policies, you need to be aware of and avoid the problems previously mentioned.

Sources of Staff

We have already mentioned that part-time staff can be drawn from the ranks of full-time staff, teaching on an overload basis. There are numerous other sources of potentially qualified instructors, particularly for short-term, one-time offerings. By checking a number of sources periodically, you can build and maintain an up-to-date file of part-time prospects. (NOTE: In some states, recruiting is not permissable; there is a waiting list of interested instructors.)

Assume, for example, that you need to hire a part-time instructor to teach a computer processing program. It is, in fact, sometimes difficult to find instructors to teach computer processing--or electronics or health occupations--because teaching salaries cannot compete with private sector salaries. What do you do? The answer is that you can try to locate someone who is employed elsewhere or retired and who would be willing to assume a part-time, short-term assignment. Sources such as the following could help in this effort:

- Business, industry, and labor
- Other educational institutions in the area
- Bureau of Employment Services
- State department staff
- Organizations of retired professionals
- Recent graduates

A simple phone call may produce the needed information. Or you may be able to post copies of a job-opening announcement on bulletin boards or in in-house newsletters. Another option is to advertise teaching staff needs in your own promotional materials. For instance, in the brochure or catalog announcing the adult programs you offer, you could place a small item concerning your need for part-time computer processing instructors.

If the part-time position is not one in a hard-to-find category, your own application files may be a prime source. A trained instructor seeking full-time employment unsuccessfully may be willing to accept a part-time position. Be aware, however, that such instructors often presume that, having gotten their foot in the door through part-time employment, they will eventually be hired full-time. You need to make sure in the hiring process that you do not raise false hopes or promise what you can't deliver.

Selection Criteria

In selecting instructional staff, certification is one criterion often used. But at the postsecondary level and for secondary adult programs in some states, certification is not required. This means, for one thing, that you need to check your state's certification requirements. If certification is not required, you need to ensure that you establish selection criteria to guide you in selecting the most qualified applicants. Such criteria often include the following:

- Occupational skill level
- Willingness to teach adults
- Knowledge of current state of the art
- Adequate basic skills (math and communication skills)
- Ability to get along with other people
- Dedication
- Dependability
- Sense of humor
- Adaptability

Inservice Training

Certified or uncertified, secondary or postsecondary, part-time or full-time, all instructors need to develop professionally to do the best job possible year after year. In general, full-time faculty enjoy the benefits of orientation and staff development activities. They also have opportunities to interact with and get support from colleagues. Ironically, the part-timer, who is most isolated by the nature of his/her position, typically receives the least support of this kind.

New teachers--both part-time and full-time--need some form of orientation. Teachers without prior teacher training or experience need help in instructional planning, execution, and evaluation. Teachers without prior experience with adults probably need help in providing effective instruction for these students. And all instructors need the availability of continued professional development activities.

Orientation and Professional Development

Initially, new instructors need procedural information. What policies and guidelines are they expected to adhere to? What forms (e.g., student registration, attendance) are they expected to complete, and how? What are the mission and philosophy of the institution? What resources are available to instructors and their students? Whom should they contact if they need additional information?

All new instructors can be oriented at a single session if that is possible. Presentations providing needed information, a question-and-answer period, and a guided tour of facilities could be part of such an orientation. But, particularly for part-timers, large-group--or even small-group--orientations are not always possible. Nor is it possible for instructors to absorb and retain all the information presented at such sessions.

One alternative is to prepare videotaped orientations that can be viewed on an individual basis. Preparation of a faculty handbook is another recommended approach. While these tools can be helpful to all faculty, both may be vital to the survival and success of part-timers. The contents and introduction from one such handbook are shown in sample 8.

Note in sample 8 that the handbook contents include a welcome, information about policies and the students to be taught, a calendar, and a schedule. Other handbooks include additional items, such as a roster of key personnel, teaching tips, and samples of correctly completed forms (e.g., class enrollment report, instructor's budget form).

Handbooks may be bound and include general information only, with other handouts provided to supplement the handbook content. Bound handbooks may be updated and printed periodically (e.g., annually). Or handbooks may be produced in loose-leaf form so they can be regularly and easily updated.

Initial and continuing support for part-timers should involve more than a videotape and a handbook, however. When part-timers are asked about their initial experiences, they often express the following concerns:

- No preparation time available
- No copy of a curriculum or course of study provided
- No opportunity to interact with other instructors
- No reinforcement for their efforts; no feedback from colleagues or administrators
- No supplies (e.g., a classroom with no chalk for the chalkboard)
- No support services (e.g., office space, duplication, clerical)

In response to such concerns, some institutions are making special efforts to ensure that these needs are met. Materials and support services are being provided. In addition, some institutions are pairing part-timers and new instructors with lead instructors, master teachers, or full-timers so they can get additional support and assistance.

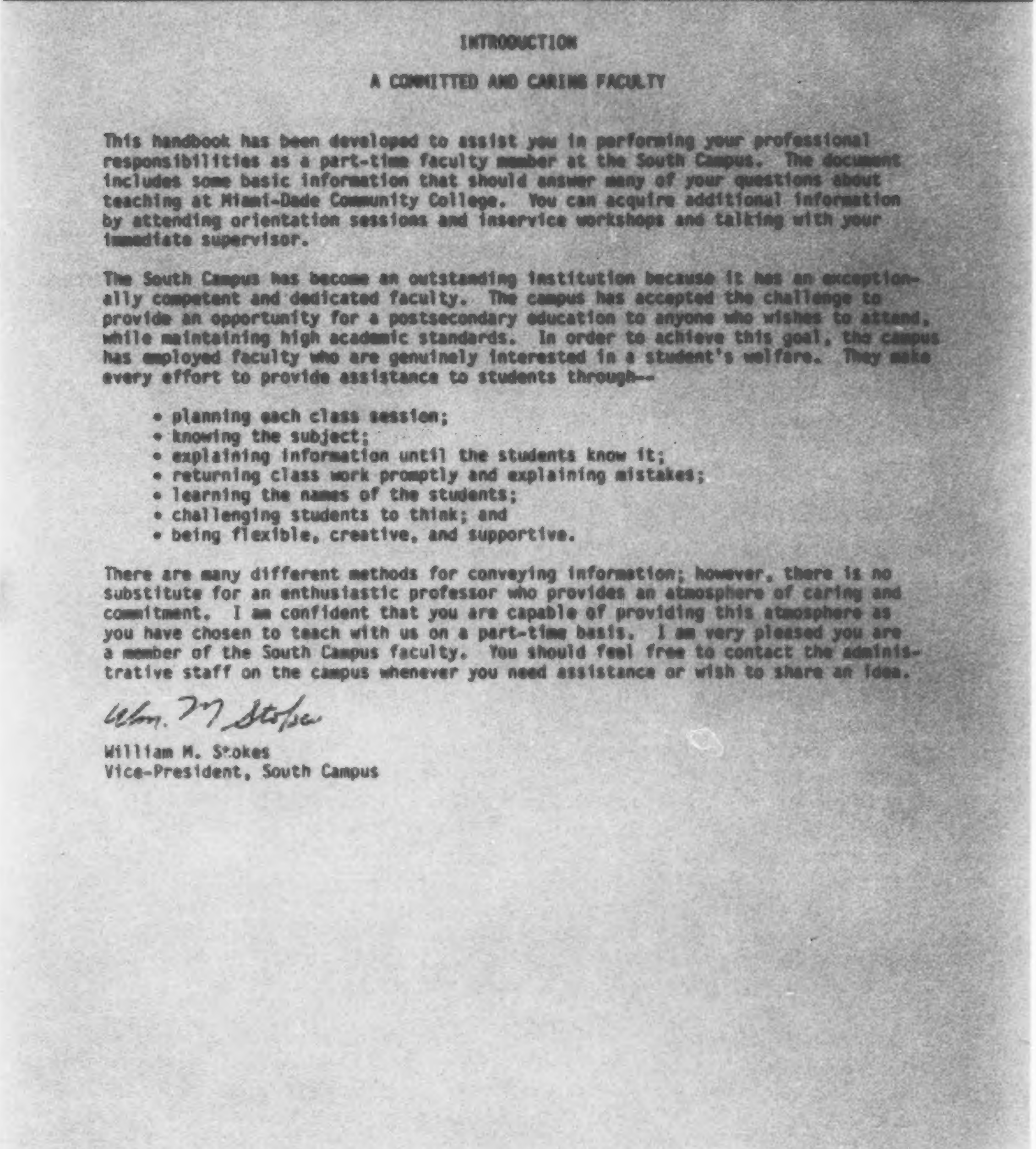
In Illinois, support is provided through three service centers, which are similar in purpose and function to teacher centers. All instructors, both full- and part-time, are assigned to a center, where they can have access to resources and services for their own professional development.

Illinois also allots a minimum of 10 percent of their educational funds for staff development. Each program is given a set amount of staff development monies, and each develops its own staff development plan, subject to approval by the state department. Local autonomy in developing these plans is considered to be essential.

Staff development funds in Illinois can be used to pay professional dues so that each instructor--again, both full- and part-time--can participate in

SAMPLE 8

PART-TIME FACULTY HANDBOOK EXCERPTS



INTRODUCTION

A COMMITTED AND CARING FACULTY

This handbook has been developed to assist you in performing your professional responsibilities as a part-time faculty member at the South Campus. The document includes some basic information that should answer many of your questions about teaching at Miami-Dade Community College. You can acquire additional information by attending orientation sessions and inservice workshops and talking with your immediate supervisor.

The South Campus has become an outstanding institution because it has an exceptionally competent and dedicated faculty. The campus has accepted the challenge to provide an opportunity for a postsecondary education to anyone who wishes to attend, while maintaining high academic standards. In order to achieve this goal, the campus has employed faculty who are genuinely interested in a student's welfare. They make every effort to provide assistance to students through--

- planning each class session;
- knowing the subject;
- explaining information until the students know it;
- returning class work promptly and explaining mistakes;
- learning the names of the students;
- challenging students to think; and
- being flexible, creative, and supportive.

There are many different methods for conveying information; however, there is no substitute for an enthusiastic professor who provides an atmosphere of caring and commitment. I am confident that you are capable of providing this atmosphere as you have chosen to teach with us on a part-time basis. I am very pleased you are a member of the South Campus faculty. You should feel free to contact the administrative staff on the campus whenever you need assistance or wish to share an idea.

Wm. M. Stokes

William M. Stokes
Vice-President, South Campus

SOURCE: "Part-time Faculty Handbook" (Miami, FL: Miami-Dade Community College, South Campus, 1983).

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professional organization activities. This gives part-timers a real sense of belonging and increases the chances that they will become involved in their own professional development. These funds can also be used to pay half the cost for conference attendance. By paying only half, the state encourages attendance, while insisting on evidence of staff commitment.

That is an example of the efforts of just one state to support professional development. In Florida, 2 percent of funds are designated for staff development, and there is a ceiling of $600 for travel at present. In New Mexico, all instructional staff must be certificated within five years, so they must get the credits they need on their own. In Ohio, there are no state funds for staff development in adult vocational education; staff development activities are funded at the institutional level. It is important that you check the situation in your own state so you know both what is required and what support is available.

Inservice Topics

One topic around which staff development activities can be organized for new instructors straight from industry is "How to Teach." These new instructors may be enthusiastic and may have excellent technical skills. But they often lack the first idea of how to organize instruction, plan lessons, select instructional techniques, evaluate student progress, and so on. Providing teaching tips in an orientation handbook can help, but more is needed.

One option, of course, is to use videotaped model lessons or the performance-based teacher education (PBTE) modules produced by the National Center and published by AAVIM (see sample 9). Working with a resource person (e.g., adult education director, master teacher), instructors can acquire the skills they need, one module at a time, working primarily on an individualized basis. This is particularly convenient for part-timers.

Another topic of critical relevance to new teachers of adults is "The Adult Learner." As indicated in earlier chapters, there are differences between teaching youth and teaching adults. Activities should be planned to help instructors learn what these differences are (both general characteristics and local demographics) and how to accommodate them in the instructional program. Sample 10 shows the competencies identified in one study as being critical to vocational teachers of adult students who are enrolled in regular, daytime classes with secondary students.

Motivation/Compensation

If you are dealing with full-time, certified staff for whom staff development is an integral part of their employment, then motivation and compensation may not be issues. If, however, you are trying to involve part-timers in orientation and staff development--as should be the case--then you are likely to be faced with some unique issues.

SAMPLE 9

TITLES OF THE NATIONAL CENTER'S PBTE MODULES

Category A: Program Planning, Development, and Evaluation

A–1 Prepare for a Community Survey
A–2 Conduct a Community Survey
A–3 Report the Findings of a Community Survey
A–4 Organize an Occupational Advisory Committee
A–5 Maintain an Occupational Advisory Committee
A–6 Develop Program Goals and Objectives
A–7 Conduct an Occupational Analysis
A–8 Develop a Course of Study
A–9 Develop Long-Range Program Plans
A–10 Conduct a Student Follow-Up Study
A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

B–1 Determine Needs and Interests of Students
B–2 Develop Student Performance Objectives
B–3 Develop a Unit of Instruction
B–4 Develop a Lesson Plan
B–5 Select Student Instructional Materials
B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C–1 Direct Field Trips
C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C–4 Direct Students in Instructing Other Students
C–5 Employ Simulation Techniques
C–6 Guide Student Study
C–7 Direct Student Laboratory Experience
C–8 Direct Students in Applying Problem-Solving Techniques
C–9 Employ the Project Method
C–10 Introduce a Lesson
C–11 Summarize a Lesson
C–12 Employ Oral Questioning Techniques
C–13 Employ Reinforcement Techniques
C–14 Provide Instruction for Slower and More Capable Learners
C–15 Present an Illustrated Talk
C–16 Demonstrate a Manipulative Skill
C–17 Demonstrate a Concept or Principle
C–18 Individualize Instruction
C–19 Employ the Team Teaching Approach
C–20 Use Subject Matter Experts to Present Information
C–21 Prepare Bulletin Boards and Exhibits
C–22 Present Information with Models, Real Objects, and Flannel Boards
C–23 Present Information with Overhead and Opaque Materials
C–24 Present Information with Filmstrips and Slides
C–25 Present Information with Films
C–26 Present Information with Audio Recordings
C–27 Present Information with Televised and Videotaped Materials
C–28 Employ Programmed Instruction
C–29 Present Information with the Chalkboard and Flip Chart
C–30 Provide for Students' Learning Styles

Category D: Instructional Evaluation

D–1 Establish Student Performance Criteria
D–2 Assess Student Performance: Knowledge
D–3 Assess Student Performance: Attitudes
D–4 Assess Student Performance: Skills
D–5 Determine Student Grades
D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E–1 Project Instructional Resource Needs
E–2 Manage Your Budgeting and Reporting Responsibilities
E–3 Arrange for Improvement of Your Vocational Facilities
E–4 Maintain a Filing System
E–5 Provide for Student Safety
E–6 Provide for the First Aid Needs of Students
E–7 Assist Students in Developing Self-Discipline
E–8 Organize the Vocational Laboratory
E–9 Manage the Vocational Laboratory
E–10 Combat Problems of Student Chemical Use

Category F: Guidance

F–1 Gather Student Data Using Formal Data-Collection Techniques
F–2 Gather Student Data Through Personal Contacts
F–3 Use Conferences to Help Meet Student Needs
F–4 Provide Information on Educational and Career Opportunities
F–5 Assist Students in Applying for Employment or Further Education

Category G: School–Community Relations

G–1 Develop a School–Community Relations Plan for Your Vocational Program
G–2 Give Presentations to Promote Your Vocational Program
G–3 Develop Brochures to Promote Your Vocational Program
G–4 Prepare Displays to Promote Your Vocational Program
G–5 Prepare News Releases and Articles Concerning Your Vocational Program
G–6 Arrange for Television and Radio Presentations Concerning Your Vocationa Program
G–7 Conduct an Open House
G–8 Work with Members of the Community
G–9 Work with State and Local Educators
G–10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

H–1 Develop a Personal Philosophy Concerning Vocational Student Organizations
H–2 Establish a Vocational Student Organization
H–3 Prepare Vocational Student Organization Members for Leadership Roles
H–4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
H–5 Supervise Activities of the Vocational Student Organization
H–6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development

I–1 Keep Up to Date Professionally
I–2 Serve Your Teaching Profession
I–3 Develop an Active Personal Philosophy of Education
I–4 Serve the School and Community
I–5 Obtain a Suitable Teaching Position
I–6 Provide Laboratory Experiences for Prospective Teachers
I–7 Plan the Student Teaching Experience
I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J–1 Establish Guidelines for Your Cooperative Vocational Program
J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J–3 Enroll Students in Your Co-Op Program
J–4 Secure Training Stations for Your Co-Op Program
J–5 Place Co-Op Students on the Job
J–6 Develop the Training Ability of On-the-Job Instructors
J–7 Coordinate On-the-Job Instruction
J–8 Evaluate Co-Op Students' On-the-Job Performance
J–9 Prepare for Students' Related Instruction
J–10 Supervise an Employer–Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

K–1 Prepare Yourself for CBE
K–2 Organize the Content for a CBE Program
K–3 Organize Your Class and Lab to Install CBE
K–4 Provide Instructional Materials for CBE
K–5 Manage the Daily Routines of Your CBE Program
K–6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

L–1 Prepare Yourself to Serve Exceptional Students
L–2 Identify and Diagnose Exceptional Students
L–3 Plan Instruction for Exceptional Students
L–4 Provide Appropriate Instructional Materials for Exceptional Students
L–5 Modify the Learning Environment for Exceptional Students
L–6 Promote Peer Acceptance of Exceptional Students
L–7 Use Instructional Techniques to Meet the Needs of Exceptional Students
L–8 Improve Your Communication Skills
L–9 Assess the Progress of Exceptional Students
L–10 Counsel Exceptional Students with Personal–Social Problems
L–11 Assist Exceptional Students in Developing Career Planning Skills
L–12 Prepare Exceptional Students for Employability
L–13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

M–1 Assist Students in Achieving Basic Reading Skills
M–2 Assist Students in Developing Technical Reading Skills
M–3 Assist Students in Improving Their Writing Skills
M–4 Assist Students in Improving Their Oral Communication Skills
M–5 Assist Students in Improving Their Math Skills
M–6 Assist Students in Improving Their Survival Skills

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education an Vocational Education

SAMPLE 10

COMPETENCIES: TEACHERS WHO WORK WITH ADULTS IN PRIME TIME

A. Promote Vocational Adult Program

A-1 Assist with the identification of potential adult students
A-2 Help develop promotional materials
A-3 Participate in the recruitment of students
A-4 Participate in the student selection process

B. Provide for Learner Needs

B-1 Collect background data on students
B-2 Assess technical skill level upon program entry
B-3 Assess employability skill level upon program entry
B-4 Assess life-style responsibilities of adults
B-5 Provide for life-style responsibilities of adults
B-6 Help the adult adjust to the role of student
B-7 Refer students to helping agencies

C. Plan for Instruction

C-1 Manage logistical arrangements for the training program
C-2 Provide supplemental learner activities
C-3 Provide supplemental learner resources
C-4 Plan for use of community resources

D. Utilize Appropriate Instructional Techniques

D-1 Promote self-directed learning
D-2 Direct students in guiding other students
D-3 Use adult students as resource people
D-4 Use directed questioning techniques
D-5 Use problem-solving techniques
D-6 Use the project method
D-7 Use individualized learning packages
D-8 Use small-group techniques

E. Manage the Adult Learning Environment

E-1 Develop a philosophy for working with adult learners
E-2 Demonstrate acceptance of the adult as a learner
E-3 Implement an equitable discipline policy
E-4 Maintain an informal atmosphere
E-5 Use participatory decision-making procedures
E-6 Promote intergenerational acceptance
E-7 Simulate the work environment

F. Provide a Customized Curriculum

F-1 Develop a philosophy for delivering a customized training program
F-2 Establish contact with the client(s)
F-3 Maintain contact with client(s)
F-4 Assess needs of client(s)
F-5 Develop a customized curriculum

SOURCE: Sheila Feichtner and Michael Spewock, Preparing Vocational Teachers to Work with Adults in Prime Time, Final Report (Indiana, PA: Indiana University of Pennsylvania, 1983).

If part-timers are short-term employees, compensated only for hourly service and employed full-time elsewhere, how do you get them to attend such important activities on their own time? Some suggested solutions include the following:

- Make employment contingent on attendance
- Pay each part-timer for attendance (e.g., $15 per session)
- Provide credits toward certification
- Award minigrants for participation in professional development
- Tie travel options into participation (e.g., observations of competency-based programs statewide)
- Offer each activity two or three times to facilitate attendance
- Provide food during the activity

Staff Evaluation

Evaluation of part-time instructors in adult programs is as important as evaluation of "regular" full-time instructors--if you wish to provide high-quality programs. Self-evaluation, evaluation by administrators or supervisors, and student evaluation should be part of the evaluation system.

In fact, the feedback from part-timers indicates that evaluation would be welcome, not threatening. Many part-timers teach because they want to share their skills, and they want to do a good job. Such people would be pleased to participate in professional development activities and to receive constructive feedback on their instructional effectiveness.

Unfortunately, one key technique used to evaluate part-time instructors in adult programs is class enrollments. Adult students often will not put up with an ineffective instructor. Enrollments will drop, and without adequate students to fill the program, the administration is justified in releasing the instructor. That is not a particularly effective way to operate. How much better to help enthusiastic instructors to succeed and, thus, to minimize turnover.

NOTES

Chapter XVI

PROVISIONS FOR QUICK-START AND PHASEOUT

Two factors--the changing needs of adults in the community and rapidly changing technology--create a need for adult education programs that can start up quickly and be terminated when no longer needed. The procedures for quick-start and termination of programs aren't particularly new or complicated. That educational programs have not often utilized such procedures (outside of evening programs of a recreational, avocational nature) is not due to the difficulty of the process. More likely, when technology changed more slowly and a youth-market was the primary focus, there was less urgency to develop the plans and the flexibility to start and terminate programs on a quick and regular basis.

Quick-Start and Termination

If you want to provide customized training programs for BIL/GM and short-term programs of interest to adults in the community, you need to ensure that your administrative policies and procedures support quick-start. Careful planning is the key to effectively juggling budget, facilities, staff, and schedules in response to changing community or BIL/GM needs.

As mentioned in Chapter 11, to start a program quickly, red tape must be minimized, and decision making must be facilitated. If, in fact, one administrator is given sole control of adult education, that can go a long way toward providing the responsiveness required--if that administrator is also given broad decision-making authority. Layers of authority, requiring multitudes of sign-offs, can effectively stall any possibility of quick-start.

To facilitate quick-start, you need to consider all the usual steps in program planning and to carefully devise ways in which the program planning process can be streamlined. For example, how can you quickly identify the competencies to be covered in a particular training program? What mechanisms can you develop to facilitate the process of securing an instructor, equipment, facilities, instructional materials, and so forth, given a short turnaround time in which to do so? What forms can you devise to simplify the planning process.[7]

Termination of short-term programs is built into the structure of the programs. Staff are hired for a short term only. Facilities are rented, if necessary, only for the period of time needed. And so on.

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[7] For information providing answers to questions such as these, you may wish to refer to Module LT-J-3, Provide Customized Training Programs for BIL/GM.

Phaseout

Phasing out entrenched programs is a far more complex matter. There are several types of program phaseout. First, programs may be dropped and staff released because of insufficient funding. To maintain high-quality programs, a reduction in programs and staff may be unavoidable.

Second, programs may be dropped because of insufficient enrollment. This should only occur, however, after the causes of the low enrollments have been identified and efforts have been made to counteract them. Through program improvement efforts, lowering of costs or securing of funds, articulation with competing training programs, better promotion/recruitment efforts, closer ties with area employers, and so on, some programs can be revitalized and saved. Some cannot.

When reductions in force are inevitable, clear policy must guide your actions and ensure the rights of staff (see sample 11).

A third type of phaseout can occur when there is no shortage of money and no shortage of student interest--but also no longer any jobs. Assume, for example, that you have a keypunch operators program, and there are no more keys to punch in the real world of work. Clearly that program should be phased out, but consider:

- What do you do with program staff?
- What do you do to make sure the community is aware that you've dropped the program?
- What do you do with students currently enrolled in the program?

Those questions involve more than just logistical responses. Human beings are involved, and you need to define the extent of your responsibility to those human beings. Legal counsel should be consulted as well to ensure that no laws, policies, procedures, or contractural agreements are violated by the decisions you make.

Program staff. If you phase out a program, you have program staff with no function. If legally possible in your institution, you could simply let them go. But if you do, it could have a negative effect on the morale of remaining staff, who wonder "Am I next?" Thus, if staff must be let go, the manner in which they are released is very important. Due process must be followed.

A better approach may be possible if there is institutionwide commitment to keeping up-to-date in the world of work. In that case, the keypunch instructors would have seen the writing on the wall and, perhaps with the help of on-the-job training, would have been upgrading their skills and transforming the program to meet new industry training needs. As an administrator, it should be part of your job to encourage and support such continual staff retraining and upgrading.

SAMPLE 11

PERSONNEL RETRENCHMENT POLICY

Pursuant to the direction of the board of trustees, in its personnel retrenchment policy adopted on [date], the following constitutes administrative procedures for the determination of financial exigency and guidelines for implementation of personnel retrenchment.

I. Retrenchment Committee Composition

A. There is hereby established the [institution] Personnel Retrenchment Committee, consisting of the president, as chairperson, and the following members: cabinet members; department chairpersons and directors; speaker of the faculty; chairperson, Faculty Personnel Committee; elected representative(s) of the classified staff (3); and president of the student senate.

II. Retrenchment Committee Function

A. Whenever, in the judgment of the president, financial exigency and/or lack of program enrollment involving personnel retrenchment (reduction in force) are reasonably forecast (except as provided in paragraph VII-B), she or he will convene the Personnel Retrenchment Committee and brief its members on the conditions warranting consultation.

B. The president will, thereafter, announce the times and places of committee meetings to the institution community and will present information, views, and inquiries to be considered by the committee. The meetings will be announced and the institution community will be invited to attend. The president will outline existing or anticipated financial exigencies and the programs likely to be affected.

C. Upon determination by the president that sufficient opportunity has been provided to the institution community to respond to the request for information, views, and inquiries, the president will convene the committee to analyze and evaluate all pertinent data and documentation.

D. Following the committee's review, should the president determine the need to recommend program reduction to the board of trustees, she or he will present to the board of trustees a written report of the existence or imminence of financial exigency or lack of program enrollment, accompanied by his or her proposed recommendations for program reduction.

E. Copies of the president's report and recommendations will be published and made available to the entire institution community and will be sent directly to those employees who may be adversely affected by the adoption of the proposed recommendations.

III. Formal Hearings (Board of Trustees)

A. The president's report will contain notification of the time and place at which all interested parties may be heard in support of or opposition to the report and recommendations. Written comments on the report may be submitted no later than five days in advance of the meeting to the board of trustees by any member of the institution community.

B. The board of trustees will meet in an open special session to conduct a hearing on the report and recommendations. At the hearing, the board will consider all relevant information, including oral presentation by any members of the institution community and/or by employees who request in writing to be included.

C. Following a presentation of all relevant information, the board will deliberate and will reject or adopt, with or without modification, the president's report and recommendations.

SOURCE: James P. Long, Carol J. Minugh, and Robert A. Gordon, A Practitioner's Guide to How to Phase Out a Program (Columbus, OH: National Postsecondary Alliance, The National Center for Research in Vocational Education, The Ohio State University, 1983), pp. 45-48.

IV. Notification

A. When the board's action involves release of employees, the president will notify affected employees. Any released employee may appeal the president's notice of decision to the board of trustees.

B. The appeal, directed to the president, will be forwarded through normal channels without delay. As appropriate, rights provided in the institutional grievance procedures are reserved.

V. [illegible] Reduction in Force

A. Reduction in force (release) shall, whenever possible, be treated as a layoff--temporary in nature--not as a termination. A released employee's job will not be filled by replacement for a period of one year from date of release of employment, unless the released employee has been offered reappointment and allowed fifteen days in which to accept or decline. If the employee accepts reappointment, she or he will be compensated [illegible] the salary appropriate to the position accepted at the time of release, [illegible] there has been an overall reduction in salary.

VI. Order of Release

The following objective criteria will be considered in determining the order in which members are to be released, in the event of a necessary reduction in force:

A. Faculty

1. Except in special circumstances in which it is determined that a temporary or part-time faculty member possesses expertise unique within the institution, temporary or part-time faculty members within the affected program will be released before any full-time faculty.
2. Within any academic department or directorate, release will proceed in inverse order to seniority in academic rank, and then in inverse order to seniority of full-time service at [institution].
3. In compelling circumstances, as where a junior faculty member is the only member of a department or directorate competent to teach and perform required duties, the seniority principle may be disregarded. In any such case, the affected faculty member may appeal the president's decision to the board of trustees.

B. Classified Staff

1. Job descriptions (skills inventory of individuals) will be reviewed.
2. Release will be in inverse order to seniority of full-time service, but only after a determination that there are no other classified positions within the institution for which the adversely affected member possesses the necessary skills.

VII. Rights and Benefits of Employees Released Because of Financial Exigency

A. Before being released from the institution, each affected employee will have the right, in accordance with institutional policy, to fill any existing vacancy for which he or she is qualified.

B. Whenever, due to program termination or to lack of program enrollment not involving financial exigency or reduction in force, the president determines to notify an employee of nonrenewal of contract or release, she or he need not convene the Personnel Retrenchment Committee and implement the formal procedures here set out. However, any employee so affected will have the rights and privileges set forth in sections IV thru VII.

Community awareness. It is important that you keep the community, including area employers, informed about programs that will be phased out. Programs should not just disappear from the catalog with no warning. The reasons for program phaseout should be based on thorough documentation of the need, and those reasons and that data should be made public.

If you work to involve community representatives in the phaseout decision (e.g., through use of technology advisory committees), part of your information-sharing task will be done for you. Keeping them involved helps keep their support. Taxpayers will appreciate knowing their tax dollars are not supporting educational dinosaurs. Employers will more likely respect an institution that ensures its programs are up-to-date. And your institution should acquire a reputation for stability, with programs initiated and phased out according to a carefully thought-out procedure--not appearing and disappearing overnight with no warning.

Students. Ideally, by keeping abreast of labor market information and occupational trends, there would be no surprises. But despite the best planning, there will be times when an out-of-date program is dropped with students in the middle of it. What do you do with students who have completed one year of the two-year keypunch program you've decided to drop?

- Do you provide the final year of instruction needed?
- Do you refer them to programming available elsewhere?
- Do you support their transfer to a program involving related skills?

The more assistance and support you can provide--the more loyalty you show your clients--the more likely it is that that loyalty and support will be returned.

When Not to Phase Out

It may sometimes be advisable to run an underenrolled short-term program or retain an underenrolled full-time program. The program may provide a much-needed public service or serve a special needs group or contribute to a direct mission of the institution. In low population areas, it may be especially important to identify content areas that are of interest to a small group and attempt to meet those needs.

For example, Luna Vocational-Technical Institute (Las Vegas, NM) is planning to offer a one-time, short-term course on building techniques for local small contractors, despite the small size of the group to be served. This course will be designed to increase the capacity of these contractors to bid on federal and state projects in the community on a more equal footing with larger contracting firms. In this case, the opportunity to serve a particular sector of the community outweighs otner factors in determining whether to offer the course.

In short, not all cost considerations are monetary ones. The support of the community is crucial to institutional health and survival. Loss of that support, or failure to earn it through responsive programming, is in fact a heavy price to pay.

Chapter XVII

PROMOTION AND RECRUITMENT

Once you have determined whom you wish to serve, what their needs are, and what programs you plan to offer to meet those needs, you have to promote those program offerings and recruit students to fill those programs. But decisions about promotion and recruitment should not be left until the end of the program planning process. Educators need to adopt a marketing approach, and marketing starts right at the beginning of program planning.

This means that the moment you start to develop a product--in this case, adult education programs--you also need to start thinking about the buyer and how you can develop and package the product to meet the buyer's needs and to appeal to the buyer. In other words, you don't develop a product and then say, "How can I sell this?" You address the need and means for selling before and as the product is developed.

Part of marketing involves a process whereby the providers of a product or service learn about the preferences of their clients and then arrange to provide a particular mix of product/service, price, and place that best suits this market demand. This is merely another name for the process of program development based on needs assessment, which is generally accepted by educational planners.

Thus, as you develop your adult education plans, you need to ask and answer such questions as the following:

- Who are our buyers and what are their characteristics?
- What is their present level of involvement in the adult vocational-technical system?
- What is their current opinion of adult vocational-technical education, and if necessary, how can we improve our image and dispel any misconceptions?
- What types of products (i.e., programs) would appeal to them?
- What types of packaging (i.e., program characteristics such as open-entry/open-exit) would appeal to them?
- What types of promotional devices do they respond to best?

The adult education market may be quite different from the market you are used to dealing with. The types of promotional devices adults respond to may be different. The types of promotional devices needed to physically reach them may be different.

For example, a secondary or postsecondary occupational program may promote its "regular" offerings and recruit its "regular" students through brochures placed in school counselors' offices and similar locations. But to reach the unemployed, the best technique might be an ad painted on a bench where people wait for the bus.

In fact, of course, the single best method of promotion is word of mouth. If your programs are of high quality, your instructors are effective, and your students' needs are consistently met, the word will spread. Your satisfied customers will be promoters and recruiters. But this is hard to measure; more measurable, controllable promotional methods are needed to ensure that your promotion/recruitment goals are met. For example:

- Displays at shopping malls, trade fairs, county fairs, school open houses
- Ads in newspapers, on TV, and on the radio (paid ads or public service announcements)
- Brochures placed in locations frequented by target-group members
- Presentations at organizations serving target-group members
- Guest appearances on local TV or radio talk shows
- Personal contacts with business, industry, and related professional organizations
- Door-to-door stuffers
- Mass mail-outs

An article in a British journal described a very innovative promotional strategy.[8] The Friends Centre--a small, independent adult education center--held a nonstop teach-in for a full week (from Monday at 9:00 a.m. to Saturday at 9:00 p.m.). They set up and offered more than 150 classes, which were taught free by more than 100 tutors. They secured community sponsorship in much the way charitable organizations in the U.S. secure monetary support through walkathons. Sponsors of walkers promise to pay so much per mile. Sponsors of the teach-in each paid for so many hours of the event. More than 4,000 people attended, many of whom had no prior contact with adult education and a high proportion of whom were unemployed.

It is important that the decisions you make concerning program promotion be made with the consumer in mind. If your prior promotional activities have been youth-focused, it will not do to simply send those perfectly good brochures out (with adult education added) through the same old channels. If you do, it is unlikely that you will reach your new target audience.

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[8] Annabel Hemstedt and Alan Tuckett, "The Friends Centre Teach-in," Adult Education, 54 (September 1981): 156-159.

Brainstorm with staff and with advisory committee/council members. Contact community-based organizations that serve the persons you wish to reach. Gather samples of adult promotional materials produced by other institutions. Check with your state department. Talk to the local media. Information from all such sources can help you devise a logical promotional approach with likelihood of success.

And do not make the mistake of thinking only in terms of paid promotion. When the local media run a human interest story about an adult who is in one of your programs, that's wonderful promotion. You need to watch for success stories in your midst and to alert the local media to these stories. Furthermore, when you and your staff are committed to active participation in local civic, service, social, and professional organizations, informal promotion is continually possible. Word-of-mouth promotion by satisfied program completers is also free.

But some techniques involve a cost, and successful promoters of adult education tend to agree that it is important that promotional materials be well produced. Amateurish, cheaply produced brochures, newsletters, and radio or TV ads will not do the job. They will compare badly with the slick professional materials people are accustomed to seeing.

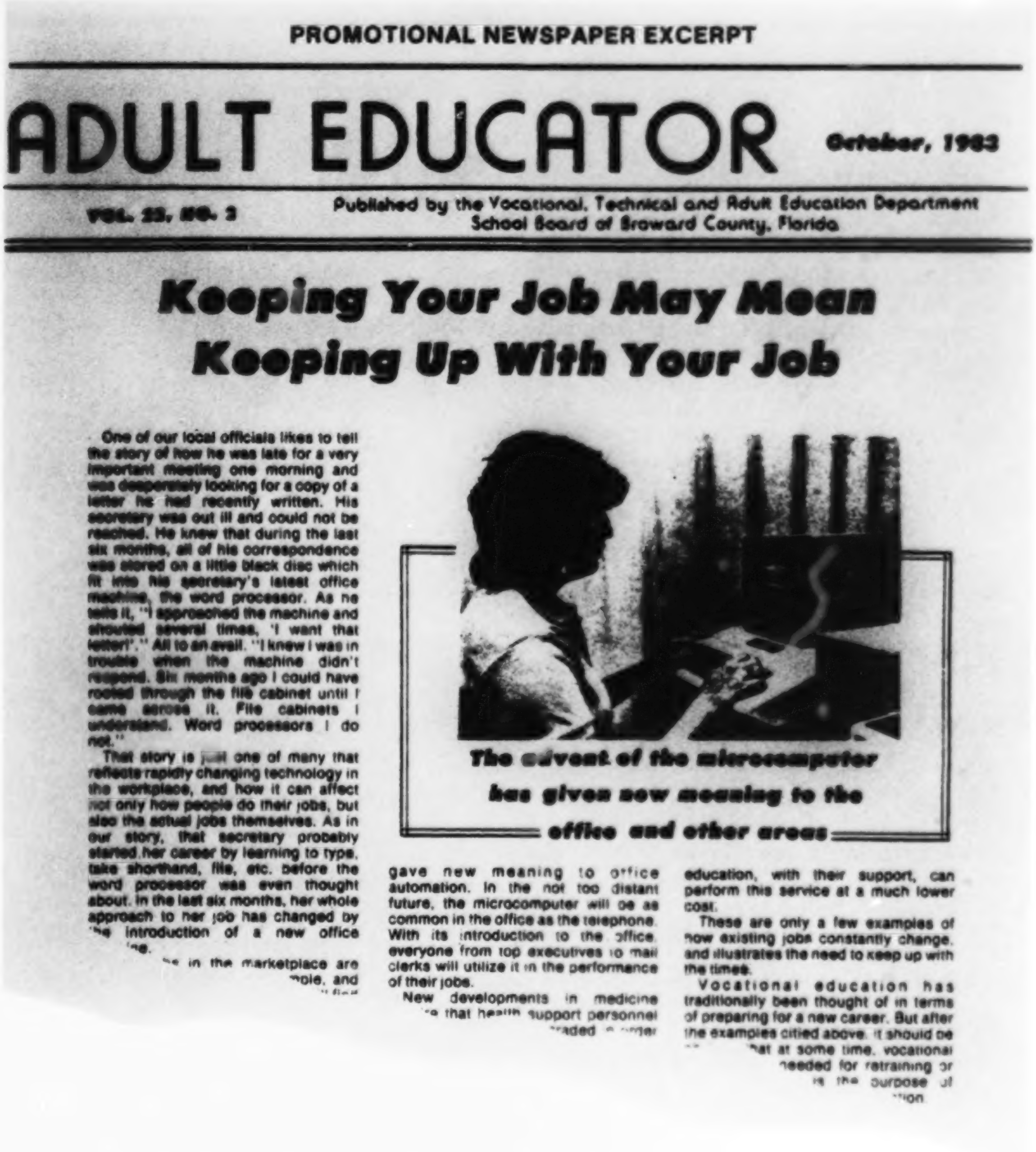
You need to consider the size of your promotional budget, of course. But that should not be allowed to limit your promotional creativity. Promotional planning should start with what you wish to accomplish--whom you wish to reach, with what message, and through which most effective means. The next question you should ask is what part of that task can be accomplished through existing promotional channels and free promotional opportunities. Then you can determine what additional efforts are needed and how much they will cost.

If costs exceed budget, you should investigate sources beyond the budget. Consider sample 12, which shows the front page of a promotional newspaper (17 1/2" x 11 1/2") published and disseminated five times a year. The contents include news about the school (e.g., a science teacher featured on Dan Rather's CBS Network news), articles about programs offered, and program schedules.

If you wished to produce such a newspaper but lacked funds to do so, one option would be (with board approval) to sell advertising space in the newspaper to the local employers who hire your students. Another option would be to simply seek donations from business and industry to support such an effort. These approaches require, once again, that you have well-developed relationships with area employers.

The content of the materials is as important as what they look like and where they're targeted, of course. What information would most likely catch the eye and appeal to the needs of the audience to be reached? A catalog of all programs offered lacks this kind of specific appeal to a particular audience. Instead, you may need to prepare a variety of brochures, each tailored to a given audience or to the interests of a given audience.

SAMPLE 12



PROMOTIONAL NEWSPAPER EXCERPT

ADULT EDUCATOR October, 1983

VOL. 23, NO. 2 Published by the Vocational, Technical and Adult Education Department
School Board of Broward County, Florida

Keeping Your Job May Mean Keeping Up With Your Job

One of our local officials likes to tell the story of how he was late for a very important meeting one morning and was desperately looking for a copy of a letter he had recently written. His secretary was out ill and could not be reached. He knew that during the last six months, all of his correspondence was stored on a little black disc which fit into his secretary's latest office machine, the word processor. As he tells it, "I approached the machine and shouted several times, 'I want that letter!'." All to an avail. "I knew I was in trouble when the machine didn't respond. Six months ago I could have rooted through the file cabinet until I came across it. File cabinets I understand. Word processors I do not."

That story is just one of many that reflects rapidly changing technology in the workplace, and how it can affect not only how people do their jobs, but also the actual jobs themselves. As in our story, that secretary probably started her career by learning to type, take shorthand, file, etc. before the word processor was even thought about. In the last six months, her whole approach to her job has changed by the introduction of a new office ne.

es in the marketplace are mple, and

The advent of the microcomputer has given new meaning to the office and other areas

gave new meaning to office automation. In the not too distant future, the microcomputer will be as common in the office as the telephone. With its introduction to the office, everyone from top executives to mail clerks will utilize it in the performance of their jobs.

New developments in medicine e that health support personnel raded order

education, with their support, can perform this service at a much lower cost.

These are only a few examples of how existing jobs constantly change, and illustrates the need to keep up with the times.

Vocational education has traditionally been thought of in terms of preparing for a new career. But after the examples citied above, it should be hat at some time, vocational needed for retraining or is the purpose of tion.

For example, a brochure written in Spanish may be needed to promote the fact that your occupational programs work hand-in-hand with English-as-a-Second Language (ESL) programs to meet the needs of Spanish-speaking citizens. Or a series of brochures could be written to highlight different career opportunities, each one indicating how the institution's programs prepare students for a given career or career cluster. Each brochure could also show how persons already employed in that career area can meet shorter-range needs and goals through programs offered at your institution.

Another content-related concern goes beyond specific occupational programs. The Spanish-language brochure, for example, explained about ESL programming. If students will need support to enroll in the occupational training needed, the available support services should be pointed out in the promotional materials developed. For example, financial assistance may be an important need. Promotional materials, thus, should (1) list sources of financial aid, (2) explain that institutional staff are prepared and willing to assist prospective students in acquiring such aid, and (3) describe any other types of assistance, such as the option of paying tuition fees on an installment plan.

Finally, to determine whether your promotional and recruitment efforts did what they were designed to do, you need to devise some method of evaluating them. Asking students who enroll to complete a form such as the one shown in sample 13 is one way to gather evaluation feedback. If you designed a technique to reach a particular audience, you might also want to formally or informally survey members of that audience to determine why they chose not to enroll. By gathering these kinds of information, you can improve subsequent efforts and more effectively reach those persons you wish to serve.[9]

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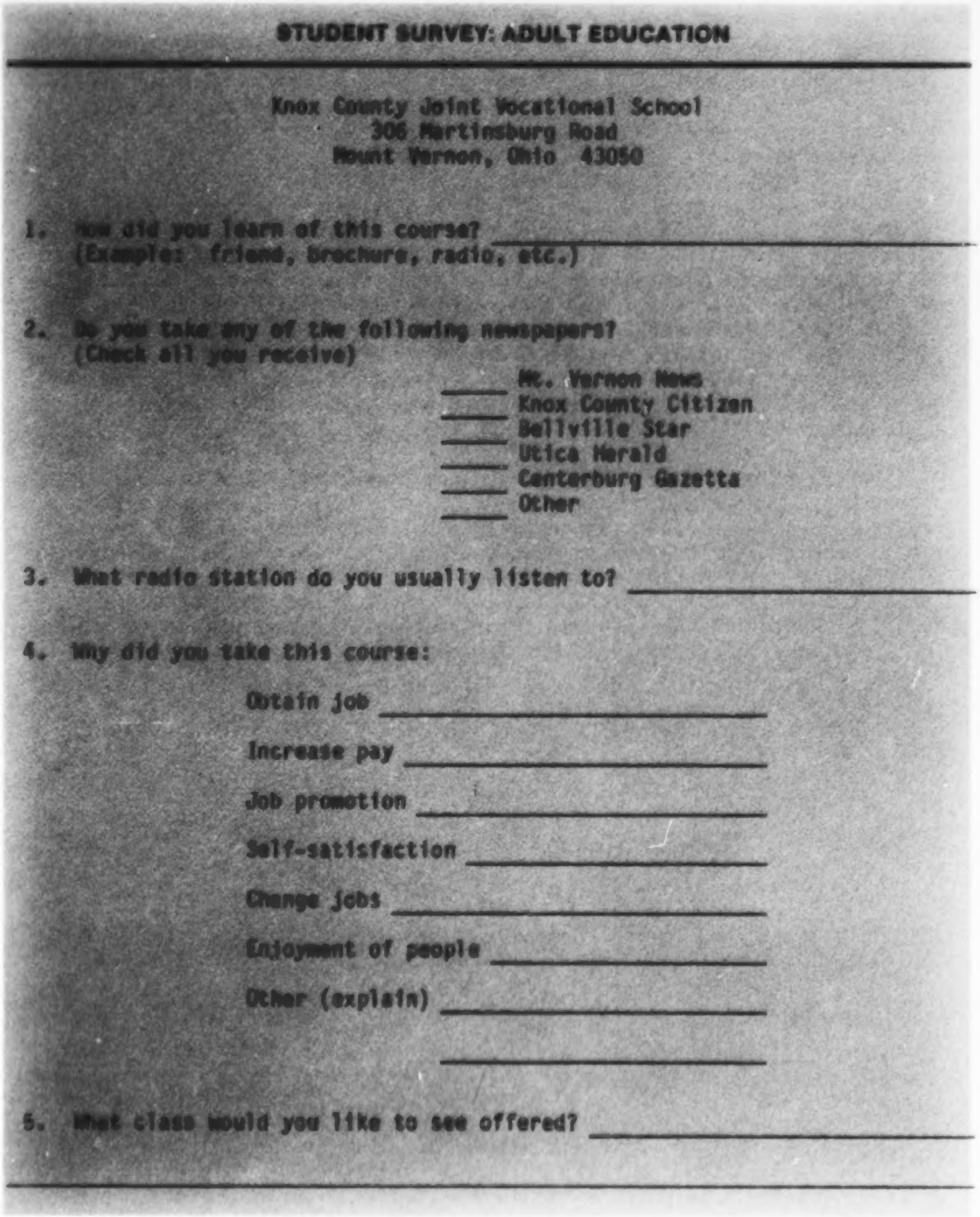
[9] For more information on developing effective promotional and recruitment processes, you may wish to refer to Module LT-F-2, Promote the Vocational Education Program; and LT-C-1, Manage Student Recruitment and Admissions.

SAMPLE 13



STUDENT SURVEY: ADULT EDUCATION

Knox County Joint Vocational School
306 Martinsburg Road
Mount Vernon, Ohio 43050

1. How did you learn of this course? ____________________
(Example: friend, brochure, radio, etc.)

2. Do you take any of the following newspapers?
(Check all you receive)

____ Mt. Vernon News
____ Knox County Citizen
____ Bellville Star
____ Utica Herald
____ Centerburg Gazette
____ Other

3. What radio station do you usually listen to? ____________________

4. Why did you take this course:

Obtain job ____________________
Increase pay ____________________
Job promotion ____________________
Self-satisfaction ____________________
Change jobs ____________________
Enjoyment of people ____________________
Other (explain) ____________________
____

5. What class would you like to see offered? ____________________

Chapter XVIII

PROGRAM EVALUATION AND ACCREDITATION

Evaluating adult education programs is no different from evaluating any educational program. It deserves attention here because program evaluation sometimes has a way of slipping through the cracks where adult education is concerned. Particularly in short-term programs offered outside of prime time or off-campus, with part-time students and part-time instructors, evaluation may not be deemed important or even necessary. Such is most emphatically not the case.

Regardless of the scheduling, location, or length of a program, evaluation is vital. It is through the evaluation process that an educational institution secures the information needed to ensure that its programs do what they were intended to do. The adult student population may be transient, but its needs are nonetheless important. In fact, since many adults pay tuition and have immediate needs they are trying to meet, they are usually very eager to get their money's worth of high-quality programming.

One source of adult feedback is their attendance. If a program does not meet adult needs--if they feel that their time is being wasted--they will often simply absent themselves. In the words of one adult educator, "With adults, you don't get second chances; you get them, or you lose them!" A radical type of evaluation feedback, but clear.

Ratner then wait for such extreme indications of problems, it is more sensible to plan a structured program of evaluation in advance. Such a program should include the following:

- Provisions for informal evaluation (e.g., through regular contacts with students)
- Formative evaluation techniques to gather data throughout each adult program offering so problems can be identified and solved
- Summative evaluation techniques to gather data at end-points (e.g., at the end of a given course) so future programming can benefit from knowledge of the strengths and weaknesses of what has gone before
- Follow-up or impact evaluation studies conducted one or more years after students have left the system to determine how well the training served their needs and if, in fact, they are making use of that training

One method often used to gather summative evaluation data is to ask students to fill out a questionnaire concerning how well a course met their needs. This is usually done on the last day of class--which presents a problem. Adults who left before the end are not there. You fail to get any feedback from those students--who may not have been well served by the program. Another option, therefore, is to mail out questionnaires to all students following course completion. But this method usually yields a low response rate.

The solution will depend on your local situation and the resources you have available for evaluation efforts. One option is to collect information at course end from class members present, but to supplement that information by conducting structured phone interviews with "drop-outs." The important thing is to ensure that your evaluation data don't just reflect the views of those who "made it through." For program improvement purposes, you also need to determine why some students didn't complete the course.

In setting up your evaluation program, you should check to see what evaluation guidelines have been set by the state department. In Illinois, for instance, adult education programs are evaluated using the form shown in sample 14.

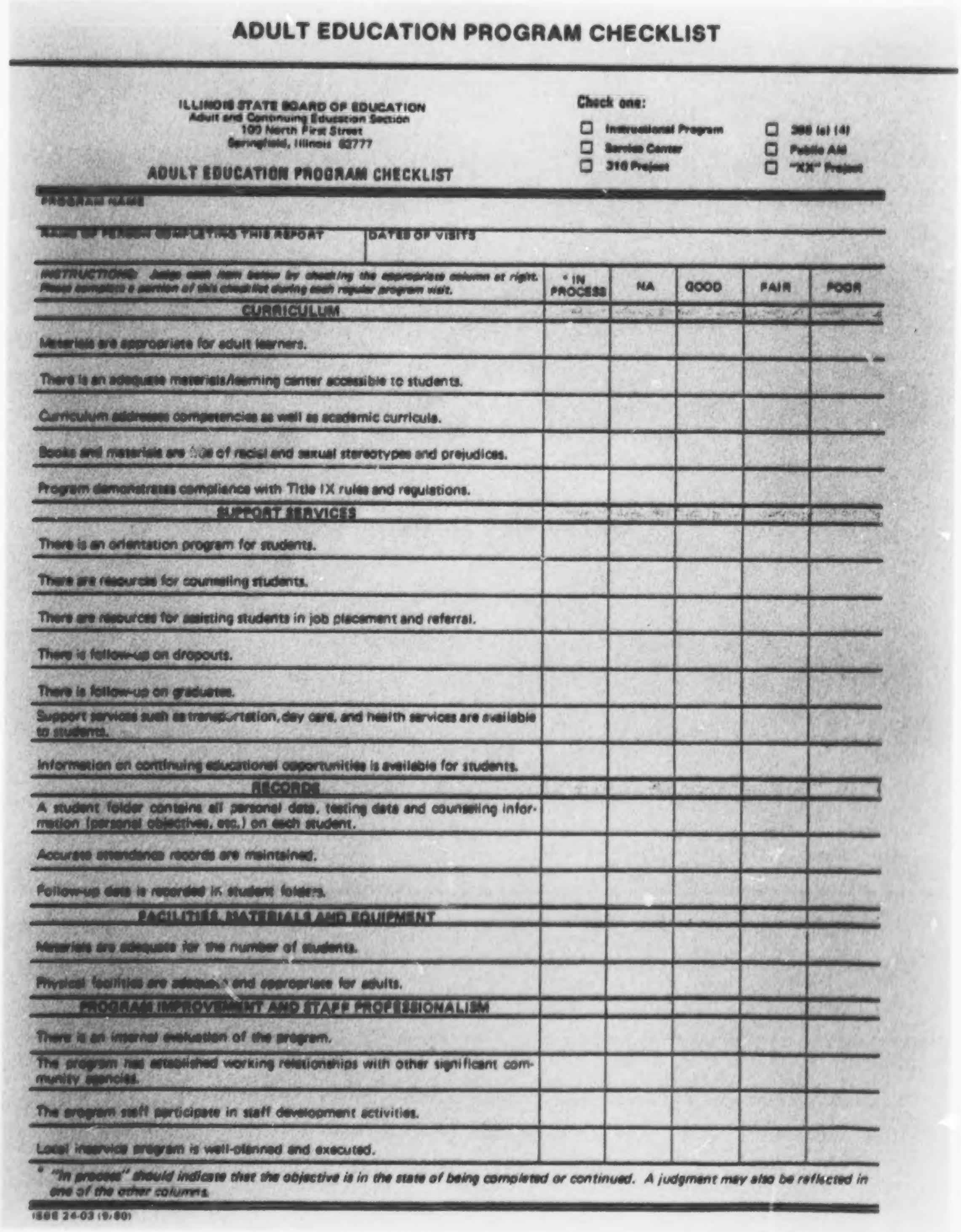
Evaluation will also be a part of your efforts to secure accreditation, licensing, and essential support for your adult programming. Accreditation for adult education involves some different agencies and processes than for other programs. In addition to approval by a regional accrediting association, you may need the following:

- Approval by professional associations--essential if you wish to offer continuing professional education for their members
- Approval by government licensing agencies--essential if, for example, you wish to train emergency medical technicians
- Approval by organized labor--essential if you wish to offer apprenticeship programs
- Veterans Administration approval--essential if your students are to secure financial aid from that source

Make sure you identify all agencies whose support is required for program survival. For example, if you offer training for veterinary nurses, part of the program must include an internship. How will you provide that internship? Arrangements--involving written agreements and contracts--will need to be made with local clinics.

Accreditation and support are crucial. Knowledgeable adults will probably not select courses that are not accredited. Professionals will probably not enroll in workshops for which they will not receive needed credits from their professional organization. And, most important, adults who need financial help to pursue their educational goals will not be eligible for that help if your institution has not secured the necessary approvals.

SAMPLE 14



ADULT EDUCATION PROGRAM CHECKLIST

ILLINOIS STATE BOARD OF EDUCATION
Adult and Continuing Education Section
100 North First Street
Springfield, Illinois 62777

ADULT EDUCATION PROGRAM CHECKLIST

Check one:

☐ Instructional Program
☐ Service Center
☐ 310 Project
☐ 306 (a) (4)
☐ Public Aid
☐ "XX" Project

PROGRAM NAME

NAME OF PERSON COMPLETING THIS REPORT

DATES OF VISITS

INSTRUCTIONS: *Judge each item below by checking the appropriate column at right. Please complete a portion of this checklist during each regular program visit.*	* IN PROCESS	NA	GOOD	FAIR	POOR
CURRICULUM					
Materials are appropriate for adult learners.					
There is an adequate materials/learning center accessible to students.					
Curriculum addresses competencies as well as academic curricula.					
Books and materials are free of racial and sexual stereotypes and prejudices.					
Program demonstrates compliance with Title IX rules and regulations.					
SUPPORT SERVICES					
There is an orientation program for students.					
There are resources for counseling students.					
There are resources for assisting students in job placement and referral.					
There is follow-up on dropouts.					
There is follow-up on graduates.					
Support services such as transportation, day care, and health services are available to students.					
Information on continuing educational opportunities is available for students.					
RECORDS					
A student folder contains all personal data, testing data and counseling information (personal objectives, etc.) on each student.					
Accurate attendance records are maintained.					
Follow-up data is recorded in student folders.					
FACILITIES, MATERIALS AND EQUIPMENT					
Materials are adequate for the number of students.					
Physical facilities are adequate and appropriate for adults.					
PROGRAM IMPROVEMENT AND STAFF PROFESSIONALISM					
There is an internal evaluation of the program.					
The program has established working relationships with other significant community agencies.					
The program staff participate in staff development activities.					
Local inservice program is well-planned and executed.					

* *"In process" should indicate that the objective is in the state of being completed or continued. A judgment may also be reflected in one of the other columns.*

ISBE 24-03 (9/80)

[illegible]	[illegible]	N/A	GOOD	FAIR	POOR
[illegible]					
[illegible]					
[illegible]					

[illegible]

Chapter XIX

PUTTING YOUR PLANS INTO ACTION

This will be a short chapter. If your planning has been thorough and realistic, responsive to the clients to be served, consistent with the institution's mission, and conducted with the involvement of faculty, staff, and BIL/GM, then implementation should be a simple matter of putting your plans into action, as written. But there is one further point to be made. Plans do not carry themselves out automatically, nor do they generally proceed as planned.

Thus, as you implement your adult education plans, you need to ensure that the programs enjoy your continued monitoring and support. Experience in the field indicates that a supportive administration is a key factor in whether adult education is a second-class citizen or part of the educational mainstream. Your visible support--both in attitude and in tangible resources--are crucial, not just initially but on an ongoing basis.

And finally, through your planned evaluation efforts, you need to identify what is and is not working as planned and to facilitate needed changes and adjustments. In that way, you will ensure--insofar as possible--that adult education is not regarded as a necessary evil or institutional sidelight, tolerated primarily because it provides funds needed to support the "real work" of the institution, but is in fact considered to be a legitimate and important part of the institutional mission.

NOTES

Optional Activity

Numerous documents relevant to program planning are listed on the inside back cover. One area, which is probably of particular interest, is the financing of adult education. To learn more about this area, you may wish to read one or more of the following references:

- Pitchell, Robert J. *Financing Part-time Students, the New Majority in Postsecondary Education.* Washington, DC: American Council on Education, 1974. ED 089 627
- Kurland, Norman D.; Purga, Robert L.; and Hilton, William J. *Financing Adult Learning: Spotlight on the States.* Denver, CO: Education Commission of the States, Lifelong Learning Project, 1982. ED 235 387
- Harrington, Fred Harvey. *The Future of Adult Education: New Responsibilities of Colleges and Universities.* Higher Education Series. San Francisco, CA: Jossey-Bass Publishers, 1977.

  Chapter 2 in this reference deals specifically with financial questions. The author raises questions about the validity of requiring adult education programs to be self-supporting and then makes recommendations for the future.

Another area in which you may wish help is in training teachers of adults. Two documents developed to assist in the area are as follows:

- *A Leader's Guide to Train Adult Educators.* Columbus, OH: The Ohio State University, Distributive Education Materials Lab, n.d.
- The University of the State of New York. *Handbook for Teachers of Adult Occupational Education.* Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1977. ED 149 160

  This handbook, which can be used as part of an inservice program or on an individualized basis, covers instructional planning, execution, and evaluation in a brief, readable manner. For the new instructor, straight out of business or industry, this could provide just the introduction needed to help him or her in those first few class sessions.

Optional Activity

One way to facilitate adult program planning is to communicate with other adult educators and agencies nationwide. In that way, you can benefit from the experiences and successes of others. Membership in an electronic network can help you to do this.

One such network is the Adult and Vocational Education Electronic Mail Network (ADVOCNET), which was developed under the sponsorship of the Office of Vocational and Adult Education. ADVOCNET is a network of federal, state, and local adult and vocational education agencies and personnel, including NOICC and SOICC. They are linked via an electronic mail system provided by ITT Dialcom. This system allows users to transmit messages, documents, meeting and product announcements, and any other information between locations at any time.

In addition to electronic mail, the ITT Dialcom system offers bulletin boards, teleconferencing, access to online databases, as well as interterminal "chatting."

The ITT Dialcom electronic mail system can be accessed with most computer terminals, microcomputers, and word processors that are connected to a telephone by a modem. A printer or CRT is needed to receive mail--some users prefer both.

The network is managed by the National Center for Research in Vocational Education. For information about joining ADVOCNET, contact Wesley Budke or Judy Wagner at (800) 848-4815 or (614) 486-3655.

Additional Recommended References

Apps, Jerold W. *The Adult Learner on Campus: A Guide for Instructors and Administrators.* Chicago, IL: Follett Publishing Company, 1981. ED 201 333

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